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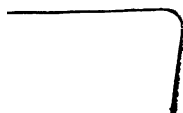
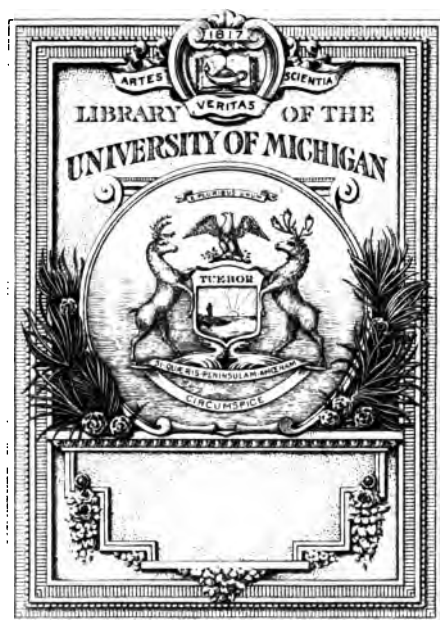
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CORNELL UNIVERSITY

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ANNOUNCEMENT OF COURSES

IN THE

SUSAN LINN SAGE

SCHOOL OF PHILOSOPHY

1891-92



ITHACA, N. Y.

PUBLISHED BY THE UNIVERSITY

1891

20

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Logic.*

Susan Linn Sage School of Philosophy.

HISTORY OF THE SCHOOL.

This School owes its existence to the generosity of the Hon. Henry W. Sage, Chairman of the Board of Trustees. For many years Mr. Sage has freely given a large portion of his time and energy to Cornell University and, as chief officer of the Board and more particularly as chairman of their committee on the University lands, his experienced services have been an incalculable boon to the University. But besides this invaluable contribution of large and abundantly fruitful service, Mr. Sage has at various times made to Cornell University gifts of money; and these now aggregate the magnificent sum of about \$1,250,000.

At a meeting of the Board of Trustees, held on Oct. 22d, 1890, Mr. Sage signified his intention of adding to the endowment of the Susan Linn Sage professorship, which he had established in 1886 in memory of his wife, a further gift of \$200,000 to the department of Philosophy. His object was to provide permanently at Cornell University for philosophical instruction and investigation of the most varied kind and of the highest order. To that end he stipulated that the Trustees should for all time supplement the proceeds of his endowments with generous annual appropriations from the general funds of the University. The Trustees accepted the gift with the condition attached, and, to commemorate the munificence of Mr. Sage and his profound interest in the subject of philosophy at Cornell University, they reorganized the department into a School which they designated "The Susan Linn Sage School of Philosophy." These formalities were concluded in a series of resolutions, which, after expressing the thanks of the Board to Mr. Sage for his latest gift, ended as follows: "That the Board renew the expression of its gratitude to him for the many munificent gifts he has already made, and for his long-continued and steadfast devotion to the highest interests of the University."

ITS OBJECTS.

The School is devoted to the free and unhampered quest and propagation of truth in regard to all those questions of human inquiry which are embraced by Logic, Psychology, Ethics, Pedagogics, Metaphysics, and the History and Philosophy of Religion. The evils of emphasizing certain portions of Philosophy to the practical exclusion of others have become very apparent, though the advantages of specialization cannot be overestimated. It is the aim of this School to secure both comprehensiveness and thoroughness. All sides of Philosophy will be represented, and every method of discovering truth — observation, experiment, historical investigation, reflection, and speculation — will be welcomed within its appropriate domain. Thoroughness has been guaranteed by the appointment of a large staff of experts, each of whom represents a special subject to which he may devote his best energies without being unduly burdened by teaching or examining. To make these advantages more accessible, scholarships and fellowships have been established which are open to graduates of this and other universities. It cannot but add to the educational efficiency of the School that it is to issue, under the editorship of Dr. Schurman, an organ, national and international, of contemporary philosophy. Beginning with October next, this periodical will appear once in two months under the name of *The Philosophical Review*. It will supply a ready medium for the publication of original investigations or digests and reviews of current literature by members of the School.

COURSES OF STUDY.

Of the following courses of study course 1 is open to the public but does not count towards a degree; course 20 is required of all sophomores except those in the technical departments; the remaining courses are elective, but they can be taken only by students who have completed course 20 or the equivalent thereof. The elective courses are open to undergraduates (juniors and seniors) and to graduates alike; but there is a certain order of sequence for individual courses within any group if not always for the groups themselves. No ideal scheme will be applicable to any individual case; and the student in making his selection should consider both his actual attainments and his future plans, and in all cases of doubt consult with the professors and instructors. Nevertheless it is believed that some guidance will be given by the number designating each course.

The courses numbered 30 to 39 inclusive are such as might profitably be taken by Cornell juniors (*i. e.*, by students who have completed course 20), though as it would be impossible for any junior to take them all, they are in practice taken by juniors and seniors and even by graduates of other institutions who have made no special study of Philosophy during their college course. The courses numbered 40 to 49 are not, unless it is otherwise specified, open to juniors. They are designed for seniors—in practice, for seniors and graduates—who have already taken such courses in 30-39 as fit them for admission to the corresponding advanced courses in 40-49. Courses 50 and upwards are for graduates exclusively. It will be noticed that in this plan the thirty-courses (30, 31, 32, etc.) are for third (junior) year men and men of higher standing; the forty-courses (40, 41, 42, etc.) for fourth (senior) year men and men of higher standing; the fifty-courses (50, 51, 52, etc.) for fifth year men (graduates in the first year of their graduate course) and men of higher standing (graduates in the second and third year of their graduate course). Thus it will happen that a graduate student who has been specializing in philosophy two or three years since graduation will be taking besides his main work in a fifty-course one or more of the thirty- or forty-courses.

1. Popular lectures on Philosophical Topics.

During the Fall term different members of the School will give public lectures in Barnes Hall on the Wednesday evening of every alternate week. The list is not yet complete. But an inaugural address will be given by the Rev. Professor Tyler, the new incumbent of the chair of the History and Philosophy of Religion; and there will also be a lecture by Professor Schurman on the Mental Development of Cardinal Newman; a lecture by Mr. Caldwell on the latest German Pessimism; a lecture by Dr. Willcox on Marriage and Divorce in the United States, besides lectures from other members of the School.

20. Physiology, Psychology, Logic. Three hours a week. Physiology, Fall Term. Lectures, in two sections, T., Th., 10, 11, and practicums and demonstrations in four sections, Th., F., 2-4, S., 9-11, 11-1. Professor WILDER. Psychology and Logic, Winter and Spring terms. Lectures, S., 10. Professor SCHURMAN. Recitations, in six sections, M., T., W., Th., F., 10, 11. Messrs. CREIGHTON, CALDWELL, and WILLCOX.

In Physiology most of the course is devoted to the structure and functions of the brain ; numerous preparations, models, and diagrams of the human organ are employed, but great stress is laid upon the study by the class of sheep's brains variously prepared to exhibit all the important parts and features ; drawings of these are also made by the students. The functions of the brain and spinal cord are illustrated by painless experiments upon the frog and cat. On the completion of this course at Christmas, Logic and Psychology are taken up for the rest of the academic year. Once a week the whole class meets for a lecture on Psychology by Professor Schurman, whose aim is at once to give an outline of what is established in the subject and to remove obstacles from the path of beginners in mental science. For the remaining exercises the class is divided into sections ; and one recitation a week is required on Höffding's Outlines of Psychology in connection with the lectures, and another on Jevons's Elementary Lessons in Logic. The solution of logical problems is an important part of the work in Logic. In both subjects the instructors will give individual attention to all the members of the class, who are expected and invited freely to make known their difficulties. The entire course in Physiology, Psychology, and Logic is intended to be an introduction to Philosophy through its simplest disciplines, and from the objective, as well as the subjective point of view.

30. Psychology. Lectures, recitations, and experimental illustrations. M., W., F., 9. Assistant Professor ANGELL.

This course may be taken for one or two years. The lectures will take account of the special literature of Physiological and Experimental Psychology, together with much of that of Nerve Physiology. The fine equipment of the new Psychological Laboratory makes it possible to give demonstrations of all mental phenomena susceptible of experimental treatment ; and much time will be devoted to this branch of the subject. The order of discussion will be Sensations, considered in their physical, physiological, and psychological aspects ; the Time-sense, (including memory) ; the perception of Space ; the Combination and Coalescence of Sensations into Ideas. Morbid mental phenomena will receive special attention. Reading and experimenting will be prescribed according to the individual aims and attainments of the members of the class. Text-books will be announced at the first meeting.

31. History of Greek Philosophy including the Alexandrian and Roman. Lectures. F., 8. Mr. HAMMOND.

This course is intended to furnish an outline of the development of ancient thought as course 32 does of modern thought. Zeller's *Outlines of Greek Philosophy* is recommended as a text-book, though there will be no recitations from it.

32. History of Modern Philosophy. Lectures, recitations, discussions, and occasional essays. M., W., 8. Mr. CREIGHTON.

The lectures of this course will give a general account of modern metaphysical theories from Descartes to the present time, in their relation to the development of the sciences and the progress of civilization. Among English philosophers, special attention will be given to Berkeley, and his *Principles of Human Knowledge* will be made the subject of detailed study and class discussion. It is proposed to devote the latter part of the course to a consideration of the speculative problems of recent times, and, in this connection, Lotze's *Outlines of Metaphysics* will be studied by the class. The instructor will also meet the different members of the class by appointment, to direct them in collateral reading, or to discuss with them special questions. The text-books used will be Fraser's *Selections from Berkeley*, (Clarendon Press), and Lotze's *Outlines of Metaphysics*, (Ladd's Translation, Ginn & Co.)

33. Contemporary Philosophy in Europe with a sketch of German Pessimism. Lectures. T., 12. Mr. CALDWELL.

The object of this course is to present to students of Philosophy in a treatment as simple as the subject admits of the various forms which the world-old problems of human thought have assumed under the present conditions of human knowledge and experience, as well as to describe the solutions which leading thinkers of our own day are disposed to offer.

34. History of Religions. Lectures and recitations. M., W., F., 12. Professor CHAS. M. TYLER.

Two lectures a week will be given during the year 1891-2 on Semitic Religions. For the general subject there will be a recitation once a week on Tiele's *Outlines of the History of Religion*. The lectures, after an introductory account of the Semitic languages, will describe the important features of Semitic religions and their relation to, and influence upon, the religion of Israel. The *transmitted ideas, rites, names of deities and places, traditions of man's origin*

and original dwelling place, etc., will be fully discussed. Much use will be made of the writings of Robertson Smith, Schrader, Dillmann and Franz Delitzsch ; but no extended reading will be required of students, as the course is intended to be introductory and general.

35. Ethics. Lectures, discussions, and text-book study. T., Th.,
8. Professor SCHURMAN.

This course falls into three parts. The first seeks to discover the facts of Ethics by an analysis of "common sense" morality and an historical account of the morality of mankind at different times and among different peoples. The second attempts to construct a theory of Ethics, which shall explain its fundamental principles in congruence with the facts as established, taking account at the same time of the leading types of ethical theory which have been propounded by moralists. The third, which is the shortest part, deals with the application of principles to the regulation of life—individual, family, and social. The text-books are Leslie Stephen's Science of Ethics, and Butler's Sermons on Human Nature. Much value is attached to the free discussion of questions in class, and for this there is abundant opportunity.

- [36. Christian Ethics. Lectures. Th., 12. Professor CHAS. M. TYLER.]

This course, which is altogether of a practical character, will not be given till 1892-3.

37. The Science and Art of Teaching. Lectures. M., W., F., 2.
Professor S. G. WILLIAMS.

In this course, education is treated first as to its aims, its operations, and its means, from the standpoint of the physical, intellectual, and moral nature of man. From this treatment is deduced a philosophy of method, which, applied first to the four great groups into which school subjects may be assembled, is then illustrated fully by a sufficient number of special branches. In connection with this, the various operations of the class-room are discussed, the conduct of recitations, the art of questioning, of exposition, and of illustration, and the mode of examining. The last portion of the course is devoted to the organization, classification, management, and supervision of schools, the arrangement of courses of study, school buildings and appliances, school hygiene, and school economy. Course 20, or its equivalent, is required for entrance on this course. Week-

ly exercises in class instruction are given during the last half of the year in connection with this course.

38. The Science and Art of Teaching (Advanced). Th., 3-5. Professor S. G. WILLIAMS.

This course, which is intended as an auxiliary to course 1, can be taken only by those who have pursued or are pursuing course 1. The work consists in part of a visitation of schools with criticism and discussion of their spirit and methods; in part of the preparation of plans for teaching certain branches; in part also of the investigation of educational subjects and national systems, with the preparation of extended reports embodying results.

40. The Writings and Philosophy of Plato and Aristotle. Lectures. M., W., F., 3. Mr. HAMMOND.

This course is intended to give a somewhat detailed account of the two greatest thinkers in the history of Ancient Philosophy. During the first half of the year, one hour a week will be devoted to the form, chronology, and philosophical contents of the Platonic writings, and two to the interpretation of the text of the Republic; and during the second half of the year, one hour a week will be given to Aristotle's Philosophy and the History of Aristotelian Criticism, and two to the interpretation of the text of the Nicomachean Ethics. The thorough study of Greek Philosophy has been so much neglected in America that it may be allowed to call special attention to this course.

41. Spinoza's Ethics, Leibnitz's Philosophical Works, Hume's Treatise of Human Nature. Recitations, discussions, and theses. T., Th., 11. Mr. CREIGHTON.

The design of this course is to prepare juniors and seniors for more advanced work in Philosophy. The works above mentioned will be read and discussed with the class, the object being to lead the students to fully understand them, and sympathetically estimate their value. Special subjects will be assigned to the members of the class, and theses will be required at the end of each term. The textbooks used will be Spinoza's Ethics (Bohn Series), Philosophical Works of Leibnitz (Duncan's translation, Tuttle, Moorehouse & Taylor, New Haven), and Hume's Treatise of Human Nature (Clarendon Press).

42. Metaphysics and Epistemology. Lectures, discussions, and essays. M., W., F., 11. Mr. CALDWELL.

This course is intended for seniors and graduates. The aim is to construct a theory of knowledge and existence on the basis of the facts and theories established in the sciences of nature and of man, especially psychology, and with due reference to the development of philosophy—more particularly German philosophy—since Hume and Kant. Wundt's *System der Philosophie* and Lotze's *Metaphysics* will be used as text-books for the work of the class.

- [42a. Logic and the Methods of the Sciences. Lectures, discussions, and essays. M., W., F., 11. Mr. CALDWELL.]

Course 42a, omitted in 1891-2, will be given in alternate years with course 42.

43. Kant's Critique of Pure Reason. Two or three hours a week. Mr. CREIGHTON.

It is proposed in this course to make a careful and complete study of Kant's great Critique. The translation of the first edition will be read in class, but constant references will be made to the second edition, and an attempt made to determine the differences in standpoint. The library is well supplied with Kantian literature, and students will be directed by the instructor in using this in the investigation of special problems growing out of the Critique. Different subjects of investigation will be assigned to each student, and theses embodying their results will be required. Text-book: Max Müller's translation of the Critique (2 vols.)

44. Philosophy of Religion. Discussions and essays. Thursday evening, 7½-9½. Professor CHAS. M. TYLER.

The subject in 1891-2 will be Theism. Martineau's *Study of Religion* will be taken as a text-book for study and as a basis for discussion and further investigation, in the course of which the views of other prominent writers upon the subject will be critically examined. This course should not be attempted before courses 32 and 35.

45. Ethics (Advanced). Essays and discussions, with occasional lectures. M., W., 8. Professor SCHURMAN.

This course is open only to those who have completed course 35 or the equivalent thereof. Most of the class-work will be done by the members of the class, under the guidance of the professor. By a judicious division and coöperation of labor, a comparative study will be made of the leading moralists of the last two decades, American, British, French, and German. The problems of Ethics being marked out, and a certain time assigned to each, every member will be asked to write a careful abstract of the discussion which the problem then up in the class receives in the treatise or treatises on which he has previously been required to report; and after all the abstracts have been read and discussed in class, each student will, before leaving that problem, write out a brief statement of what he considers a tenable theory, and these expositions, along with his abstracts, will be accepted, if found satisfactory by the professor, in lieu of examinations. Although it is the works of recent moralists, like Wundt, Spencer, Martineau, (to mention no others), which are the special object of study, the theories of earlier moralists will naturally be referred to for purposes of comparison. The aim of the course is to enable advanced students to reach, in the full light of the achievements of different contemporary schools, a satisfactory and tenable theory of morality.

46. Practical Ethics. Lectures, reports, and discussions. T., Th.,
9. Dr. WILLCOX.

This course will aim to introduce the students to modern ethical problems in their immediate relation to state, family, and individual. It will not be largely occupied with the metaphysics of ethics, but will strive to bring whatever preconceived theories the students may have to the test of concrete cases and to derive suggestion from these cases in the effort to construct a theory. It will involve a general survey of penology and criminology, a discussion of the ethical aspects of insanity, suicide, intemperance, and pauperism, and a consideration of the various remedies proposed for these evils. The principles underlying the legislation of different countries on these and kindred subjects will be reviewed and the results of such legislation examined. Especial emphasis will be laid on the family in its history and its present relations to the state and the individual, as well as on the dangers to which it is exposed. The method will be comparative and, where possible, statistical; history will be resorted to *only so far as it can be made to throw light on the problems under discussion*. The basis of the work will be lectures by

the instructor, but these will be frequently supplemented by special investigations and reports from members of the class.

47. The History of Education. Lectures. T., Th., 2. Professor S. G. WILLIAMS.

In this course, the history of education is treated as a vital part of the history of civilization, and with reference to the ideals by which the life as well as the education of nations has been controlled; the educational views of eminent writers of ancient and modern times are carefully analyzed and compared; the lives and services and experiments of noteworthy teachers are discussed; and through all these means an attempt is made to approach the philosophy of education on the historic side. It is essential for success in this course that the student should have a fair knowledge of general history, and it has not generally been found expedient to undertake it earlier than the senior year.

50. Psychological Seminary. Two hours a week. Assistant Professor ANGELL.

This is a course for original research in Experimental Psychology. The class will meet for two hours a week to hear reports of work done by each member. Every student will have laboratory hours assigned him in accordance with the nature of his special topic. The object will be to give the fullest scope to individual bent and inclination. The professor will designate hours at which he will be glad to receive the investigators in this seminary to talk over with them individually the nature and progress of their inquiries. Details of the work can be determined upon only when the membership of the class becomes known.

51. Metaphysical Seminary. Two hours a week. Messrs. CREIGHTON and CALDWELL.

This course is intended for the guidance of graduates, who have had the necessary training, in independent research. There will be no lectures. Topics will be assigned to the different members of the class, or, still better, proposed by themselves, and appropriate courses of reading and lines of inquiry will be marked out by the instructors. At the weekly meetings reports will be made of work done, and these will be open to the comment and criticism of the *class and the instructors*. Before the completion of the winter term

Each student will be required to begin the organization of his material into a thesis, which, at the end of the year, will be submitted for the approval of the instructors. The instructors invite students to free personal conference, and for that purpose will designate hours at which they may always be found at home.

52. Ethical Seminary. F., 8. Professor SCHURMAN.

The work in the Seminary is conducted much in the same way as in the Metaphysical Seminary. It can be taken only by graduates who have had such a training as that given by courses 35, 45, and 46. There are several investigations already under way; and, as illustrations, may be mentioned one on the *a priori* Element in Morals, another on the Etymology and History of leading Ethical Terms, and another on the Freedom of the Will with special reference to the latest Psychology.

53. Pedagogical Seminary. T., 3. Professor S. G. WILLIAMS.

This course is intended to afford to those who have pursued course 37 with success, and who have a ready command of German, an opportunity to examine certain approved works of German pedagogy. The work offered for 1891-2 will be either Waitz's *Allgemeine Pädagogik* or Clemens Nohl's *Pädagogik für höhere Lehranstalten*.

54. General Philosophical Symposium. Monday evening, 7-9.

This Symposium will be attended by the members of the staff and by the more advanced graduates. It will be devoted to the literature of contemporary Philosophy as represented by the periodicals both in our own and foreign languages and by new books. Each of the instructors and professors will be responsible for reports and abstracts of all the important articles in one or more of the periodicals and for accounts of all new books in his special line. These papers will be discussed by the members of the Symposium, and from them will be made selections for publication in the *Philosophical Review*.

RELATED COURSES.

In addition to the foregoing courses, which are given by the Faculty of the School of Philosophy, students of Philosophy are free to select any of the numerous courses given in Cornell University. *Special attention is called to the courses in Physics and Physiology, to the courses in the higher literature of Greece and Germany, and*

to the courses in Political Science, Political Economy, Roman Law, and International Law. The Professors of Philosophy will be glad to advise their students in the selection of related subjects.

METHODS OF INSTRUCTION.

Much attention will be given by the members of the School to making their instruction effective. In the earlier courses lectures are given because deemed most helpful to beginners in Philosophy; but to insure the assimilation by the students of what they have received, there are also regular recitations and frequent discussions. Then follows the writing of essays on the more important themes discussed, which has been found a potent stimulus of independent reflection. In the higher courses lectures fell into the background; and the relations between teachers and students, becoming more individual, partake rather of the nature of conferences and free colloquies touching the various topics on which the students are all engaged in preparing theses. In the seminaries, laboratory, and symposium, the students are fellow-workers with their teachers, who seek to guide them, partly by direct suggestion, but mainly by precedent and example. It will be the persistent aim of the Faculty to make the School a thoroughly efficient centre for the maintenance, diffusion, and increase of philosophical knowledge and activity in America.

EQUIPMENT.

The liberal endowments of the School of Philosophy enable it to secure, along with a large number of specialists, whatever material facilities they require for the successful prosecution of philosophical studies and research. The apparatus for the new Psychological Laboratory is being made in Germany under the personal supervision of Assistant Professor Angell. It will be ready before the opening of the session 1891-2. All the philosophical journals published, both at home and abroad, will be taken; and complete sets of the more important—American, English, French, and German—are already in the library. The library is also well supplied with philosophical works; and books not on hand are ordered as soon as called for. The new library building, which will be completed this summer at a cost of about \$300,000, furnishes ample accommodation for all readers, but especially for advanced students engaged in the work of *independent investigation*.

FELLOWSHIPS AND SCHOLARSHIPS.

For the encouragement of higher studies and research in every branch represented by the School of Philosophy, there have been established for award to distinguished graduates of this and other Universities six scholarships of the annual value of \$200 each, and four fellowships of the annual value of \$400 each, both scholarships and fellowships being tenable for one year, but subject to renewal in exceptional cases. (Scholars and fellows who are candidates for advanced degrees, are also exempted from the tuition fee, \$100.) The scholarships are intended for college graduates who, during their undergraduate course or subsequently, have given evidence of special attainments in Philosophy, or in any of its branches. The fellowships will ordinarily be awarded to those who have already distinguished themselves as scholars ; but for the year 1891-2, the first since their establishment, this limitation will be inoperative. Nevertheless, candidates for fellowships must give evidence of considerable philosophical maturity. The appointment of scholars and fellows for the ensuing year will be made by the 1st of June, 1891. Applications should be addressed to the Registrar, Cornell University, Ithaca, N. Y.

The application of the candidate for a scholarship or fellowship should contain a full statement of the branches of study he intends to carry on, if appointed ; and if he has produced any article that could be put in evidence for him, a copy should accompany his application. Those candidates who are graduates of other colleges or universities than Cornell should submit recommendations from the instructors best acquainted with their ability and attainments. It should be borne in mind by such applicants that information cannot be too exact or full in the case of students not personally known to the appointing body. The list of applicants is large, and the Faculty desires to be aided in every way in making its selections.

DEGREES.

I. The degree of Master of Arts, Master of Philosophy, Master of Letters, or Master of Science is conferred on those who have taken the corresponding baccalaureate degree here, or at some other college or university where the requirements for that degree are equal to *those of this University*, on the following conditions :

Candidates must spend at least one year at this University in pursuance of an accepted course of study. They must present a satisfactory thesis and pass a satisfactory examination on the major and minor subjects chosen for the degree.

II. The degree of Doctor of Philosophy is conferred on graduates of this University, and of other universities and colleges whose requirements for the baccalaureate degree are equal to those of this University, on the following conditions :

1. In order to become a candidate the applicant must have pursued a course of study equal to that required for graduation in this University with the A.B. or Ph.B. degree.

2. The candidate must spend at least two years at the University pursuing a course of study marked out by the Faculty. In exceptional cases a year of graduate work in a university elsewhere may, by a special vote of the Faculty, be accepted in place of a year's work in this University.

3. He must present a thesis of such a character as shall display power of original and independent investigation, and must pass the requisite special final examinations on one major and two minor subjects.

CORNELL UNIVERSITY

COURSES OF INSTRUCTION

IN THE

SAGE SCHOOL OF PHILOSOPHY

1893-94

ITHACA, N. Y.

PUBLISHED BY THE UNIVERSITY

1893

FACULTY
OF THE
SAGE SCHOOL OF PHILOSOPHY.

JACOB GOULD SCHURMAN, A.M., D.Sc., LL.D., *Professor of
Philosophy, DEAN.*

SAMUEL GARDNER WILLIAMS, A.B., Ph.D., *Professor of
Pedagogy.*

THE REV. CHARLES MELLENTYLER, A.M., D.D., *Professor of the
History and Philosophy of Religion and of Christian Ethics.*

JAMES EDWIN CREIGHTON, A.B., Ph.D., *Associate Professor of
Modern Philosophy.*

WILLIAM HAMMOND, A.M., Ph.D., *Assistant Professor of An-
cient and Mediaeval Philosophy.*

EDWARD BRADFORD TITCHENER, A.B., Ph.D., *Assistant
Professor of Psychology.*

FRANK THILLY, A.B., Ph.D., *Instructor in Logic and the History
of Philosophy.*

ERNEST ALBEE, A.B., *Instructor in Psychology and Metaphysics.*

GRADUATE STUDENTS

PURSUING STUDIES IN THE SAGE SCHOOL OF PHILOSOPHY FOR AN
ADVANCED DEGREE.

* Adams, W. A.—A.B., Yale, 1886, Ph.D.
 Albee, E.—A.B., University of Vermont, 1887, Ph.D.
 Barnes, Lillian C.—A.B., Wellesley College, 1891, Ph.D.
 * Blackman, W. F.—A.B., Oberlin, 1877, B.D., Yale, 1880, . . . Ph.D.
 Elkin, W. B.—A.B., Manitoba University, 1889, Ph.D.
 Fanning, Grace M. W.—B.S., Wellesley College, 1891, Ph.D.
 Findlay, J.—A.B., Queen's Univ., Kingston, 1887, A.M., 1888, . . Ph.D.
 Hannum, Louise—B.S., Wellesley College, 1891, Ph.D.
 Hill, A. R.—A.B., Dalhousie College, 1892, Ph.D.
 Hinman, E. L.—A.B., Cornell, 1892, Ph.D.
 * Hodell, C. W.—A.B., DePauw University, 1892, Ph.D.
 Hugh, D. D.—A.B., Dalhousie Coll., 1891, Harvard Univ., 1892, A.M.
 Irons, D.—A.M., St. Andrews University, Scotland, 1891, . . . Ph.D.
 Leighton, J. A.—A.B., Trinity University, Toronto, 1891, . . . Ph.D.
 Major, D. R.—B.S., Wabash College, 1890, Ph.D.
 Read, M. S.—A.B., Acadia University, 1891, Ph.D.
 * Scott, J. M.—A.M., Lafayette, 1892, Ph.D.
 Smyser, S. F.—Ph.B., DePauw University, 1892, Ph.D.
 Taylor, T. W.—A.B., Univ. of Manitoba, 1886, A.M., 1890, . . Ph.D.
 Tippy, W. M.—Ph.B., DePauw University, 1891, Ph.D.
 Washburn, Margaret F.—A.B., Vassar, 1891, Ph.D.
 Watanabe, R.—Ph.B., Hillsdale, 1891, Ph.M., Cornell, 1892, . . Ph.D.

* Taking a 'minor' subject in Philosophy.

FOUNDATION OF THE SCHOOL.

The department of Philosophy is known as "THE SUSAN LINN SAGE SCHOOL OF PHILOSOPHY." This School owes its existence to the generosity of the Hon. Henry W. Sage, Chairman of the Board of Trustees. At a meeting of the Board, held on Oct. 22d, 1890, Mr. Sage signified his intention of adding to the endowment of the Susan Linn Sage philosophical professorship, which he had established in 1886 in memory of his wife, a further gift of \$200,000 to the department of Philosophy. His object was to provide permanently at Cornell University for philosophical instruction and investigation of the most varied kind and of the highest order. To that end he stipulated that the Trustees should, whenever it was needed, supplement the proceeds of his endowments with appropriations from the general funds of the University. The gift was made, and the legislation went into effect, in September, 1891.

ITS OBJECTS.

The School is devoted to the free and unhampered quest and propagation of truth in regard to all those questions of human inquiry which are embraced by Logic, Psychology, Ethics, Pedagogics, Metaphysics, and the History and Philosophy of Religion. The evils of emphasizing certain portions of Philosophy to the practical exclusion of others have become very apparent, though the advantages of specialization cannot be overestimated. It is the aim of this School to secure both comprehensiveness and thoroughness. All sides of Philosophy will be represented, and every method of discovering truth—observation, experiment, historical investigation, reflection, and speculation—will be welcomed within its appropriate domain. To make the advantages of the School more accessible, scholarships and fellowships have been established which are open to graduates of this and other universities. See under Fellowships and Scholarships, p. 17.

COURSES OF STUDY.

Of the following courses of study, course 20 is required of all sophomores except those in the technical departments; the remaining courses are elective, but they can be taken only by students who have completed course 20 or the equivalent thereof. The elective courses are *open to undergraduates* (juniors and seniors) and to graduates alike:

but there is a certain order of sequence for individual courses within any group, if not always for the groups themselves. No ideal scheme will be applicable to any individual case ; and the student in making his selection should consider both his actual attainments and his future plans, and in all cases of doubt consult with the professors and instructors. Nevertheless it is believed that some guidance will be given by the number designating each course. The courses numbered 30 to 39 inclusive are such as might profitably be taken by juniors (*i. e.*, by students who have completed course 20), though as it would be impossible for any junior to take them all, they are in practice taken by juniors and seniors, and even by graduates of other institutions who have made no special study of Philosophy during their college course. The courses numbered 40 to 49 are not, unless it is otherwise specified, open to juniors. They are designed for seniors—in practice, for seniors and graduates—who have already taken such courses in 30-39 as fit them for admission to the corresponding advanced courses in 40-49. Courses 50 and upwards are for graduates exclusively. It will be noticed that in this plan the thirty-courses (30, 31, 32, etc.) are for third (junior) year men and men of higher standing ; the forty-courses (40, 41, 42, etc.) for fourth (senior) year men and men of higher standing ; the fifty-courses (50, 51, 52, etc.) for fifth year men (graduates in the first year of their graduate course) and men of higher standing (graduates in the second and third year of their graduate course). Thus it may happen that a graduate student who has been specializing in Philosophy two or three years since graduation will be taking, besides his main work in a fifty-course, one or more of the thirty- or forty-courses.

20. **Physiology, Psychology, Logic.** Three hours a week. Physiology, Fall Term. Lectures, in two sections, T., Th., 10, 11, and practicums and demonstrations in four sections, Th., F., 2-4, S., 9-11, 11-1. PROFESSOR WILDER. Psychology and Logic, Winter and Spring terms. Lectures, S., 11. PROFESSOR SCHURMAN. Recitations, in six sections, M., T., W., Th., F., 10, 11. DR. THILLY and MR. ALBEE.

In Physiology most of the course is devoted to the structure and functions of the brain ; numerous preparations, models, and diagrams of the human organ are employed, but great stress is laid upon the study by the class of sheep's brains variously prepared to exhibit all the important parts and features ; drawings of these are also made by the students. The functions of the brain and spinal cord are illustrated by *painless* experiments upon the frog and cat. On the completion of this course at Christmas, Logic and Psychology are taken up for

the rest of the academic year. Once a week the whole class meets for a lecture on Psychology by Professor Schurman, whose aim is at once to give an outline of what is established in the subject and to remove obstacles from the path of beginners in mental science. For the remaining exercises the class is divided into sections; and one recitation a week is required on Höffding's Outlines of Psychology in connection with the lectures, and another on Jevons's Elementary Lessons in Logic. The solution of logical problems is an important part of the work in Logic. In both subjects the instructors will give individual attention to all the members of the class, who are expected and invited freely to make known their difficulties. The entire course in Physiology, Psychology, and Logic is intended to be an introduction to Philosophy through its simplest disciplines, and from the objective, as well as the subjective, point of view.

30. **Advanced Psychology.** Lectures, essays, and experimental illustrations. M., W., F., 9. ASSISTANT PROFESSOR TITCHENER.

This course may be taken for one or two years. The lectures will have special reference to the literature of Experimental Psychology, and much time will be devoted to the illustration of the experimental investigation of conscious processes. Physiological Psychology and Neurology will also receive some attention. Essays will be written by the class on psychological questions; the text-book for immediate use will be Professor Sully's *The Human Mind*.

- 30 a. **Rapid Reading of German Psychology.** One hour a week, to be arranged to suit students. ASSISTANT PROFESSOR TITCHENER.

The aim is an acquaintance with the nomenclature and literature of German Psychology.

- 30 b. **Introduction to Experimental Psychology.** T., 3-5. ASSISTANT PROFESSOR TITCHENER.

This course, consisting of lectures on psychological methods and results, with experimental illustrations and exercises, is given only during the Fall Term. Its place is taken in the two remaining terms by elementary laboratory work.

31. **History of Greek and Mediæval Philosophy.** Lectures and text-book. M., W., 10. ASSISTANT PROFESSOR HAMMOND.

The general history of Greek Philosophy will be rapidly reviewed *in the first term of the year*; the second term will be devoted *exclusively to the history of Greek Ethics*, in connection with which Well-

don's translation of Aristotle's Nic. Eth. and Grant's Introductions will be read and discussed; the remainder of the year will be given to the study of Scholastic Philosophy from Scotus Erigena on. As text-book Windelband's History of Philosophy will be used (Macmillan & Co., New York).

- 32. History of Modern Philosophy.** Lectures, text-book, and occasional essays. M. W., F., 8. ASSOCIATE PROFESSOR CREIGHTON.

The lectures of this course will give a general account of modern philosophical theories from the Renaissance to the present time, in their relation to the development of the sciences and the progress of civilization. Among English philosophers, special attention will be given to Berkeley, and his Principles of Human Knowledge will be made the subject of detailed study and class discussion. It is proposed to devote the latter part of the course to a consideration of the speculative problems of recent times, and, in this connection, Lotze's Outlines of Metaphysics will be studied by the class. Windelband's History of Philosophy (Macmillan & Co., New York) will be taken as the class text-book. Other books used will be Fraser's Selections from Berkeley (Clarendon Press), and Lotze's Outlines of Metaphysics (Ladd's translation, Ginn & Co.).

- 32 a. Spinoza's Ethics, Leibniz's Philosophical Works, Hume's Treatise of Human Nature.** Recitations, discussions, and theses. T., Th., S., 12. MR. ALBRE.

The design of this course is to prepare juniors and seniors, and graduate students who have not had a similar course, for more advanced work in Philosophy. The works above mentioned will be read and discussed with the class, the object being to lead the students fully to understand them, and sympathetically to estimate their value. Special subjects will be assigned to the members of the class, and theses will be required at the end of each term. The text-books used will be Spinoza's Ethics (Bohn Series), Philosophical Works of Leibniz (Duncan's translation, Tuttle, Moorehouse, and Taylor, New Haven), and Hume's Treatise of Human Nature (Clarendon Press). This course is open only to students who have taken, or are taking, course 32 or an equivalent.

- 33. Rapid Reading of German Philosophy.** Two hours a week, to be arranged to suit students. DR. THILLY.

The primary aim of this course is to render the students assistance in gaining a knowledge of German philosophical terms. Kant's *Kritik der reinen Vernunft* will be translated and discussed in class.

- 33 a. Selected Dialogues of Plato and the Metaphysics of Aristotle.**
(English translations.) Lectures, analyses, and criticisms. F.,
S., 11. ASSISTANT PROFESSOR HAMMOND.

The Dialogues selected for 1893-94 are the Republic, Protagoras, Gorgias, Phaidros, Theaitetos, Sophist, Statesman, Philebos, Symposium, Apology, Kriton, and Phaidon. Students will prepare analyses and criticisms of the several dialogues and of the separate books of the Metaphysics, and will read specified parts of Zeller's larger work on Greek Philosophy. (Text-books: Jowett's The Dialogues of Plato, publ. by Macmillan & Co., and MacMahon's translation of the Metaphysics, Bohn Library; for students who read German, Bonitz's translation of the Metaphysics is preferable.)

- 34. History of Religions.** Lectures and recitations. M., W., F., 12.
PROFESSOR TYLER.

The lectures will deal with Primitive Religion, the origin of the concepts of Religion and of Cults, the religious rites of the Syro-Arabic peoples, and more particularly with the Religion, Literature, and History of Israel. The comparison of the Christian Religion with Brahmanism, Buddhism, Mohammedanism, and other systems will be made a subject for detailed treatment.

- 35. Ethics.** Lectures, discussions, and text-book study. T., Th., 11.
PROFESSOR SCHURMAN.

This course falls into three parts. The first seeks to discover the facts of Ethics by an analysis of 'common sense' morality and an historical account of the morality of mankind at different times and among different peoples. The second attempts to construct a theory of Ethics, which shall explain its fundamental principles in congruence with the facts as established, taking account at the same time of the leading types of ethical theory which have been propounded by moralists. The third, which is the shortest part, deals with the application of principles to the regulation of life—individual, family, and social. There is no recitation from a text-book; but students are required to master Murray's Introduction to Ethics, and select portions of the ethical writings of Sidgwick, Martineau, and Spencer. Much value is attached to the free discussion of questions in class, and for this there is abundant opportunity.

- 36. Christian Ethics.** Lectures. Th., 12. PROFESSOR TYLER.

In the early part of the year the lectures of this course will be devoted to a discussion of the Christian ideal of the worth of life as contrasted with the ideals given by Sociology, Utilitarianism, Aestheticism,

Optimism, and Culture. The individualistic applications of Christian Ethics will then be considered, and the personal virtues, virtues of veracity, self-control, honor, etc., will be discussed. During the Spring term the lectures of the course will treat of Christ's moral teaching as applied to Social Relations, the duties of Friendship, Riches and Poverty, Masters and Servants, Public Opinion, the Press, and Incivism.

37. The Institutes of Education. Lectures. M., W., F., 2. PROFESSOR WILLIAMS.

In this course education is treated first as to its aims, its operations, and its means, from the standpoint of the physical, intellectual, and moral nature of man. From this treatment is deduced a philosophy of method, which, applied first to the four great groups into which school subjects may be assembled, is then illustrated fully by a sufficient number of special branches. In connection with this, the various operations of the class-room are discussed, the conduct of recitations, the art of questioning, of exposition, and of illustration, and the mode of examining. Course 20, or its equivalent, is required for entrance on this course.

38. School Supervision. Lectures. Third Term. W., 3. PROFESSOR WILLIAMS.

This course is devoted to the organization, classification, management, and supervision of schools, the arrangement of courses of study, school buildings and appliances, school hygiene, and school economy. It should be preceded by course 37.

39. Pedagogical Conference. Th., 3-5. PROFESSOR WILLIAMS.

This course, which is intended as an auxiliary to course 37, can be taken only by those who have pursued, or are pursuing, course 37. The work consists in part of a visitation of schools with criticism and discussion of their spirit and methods; in part of the preparation of plans for teaching certain branches; in part also of the investigation of educational subjects and national systems, with the preparation of extended reports embodying results.

40. Writings and Philosophy of Plato and Aristotle. Lectures and interpretations of Aristotle's *De Anima* and Plato's *Republic*. T., Th., 10. ASSISTANT PROFESSOR HAMMOND.

The three books of Aristotle's *Psychology* will be translated by the class and the contents critically examined as a contribution to science. *In connection with this, Siebeck's Geschichte der Psychologie will be used as a book of reference. Portions of the Republic will be trans-*

lated and interpreted, and the more important questions relating to the Platonic writings and Philosophy will be discussed. (Text-books: *De Anima* ed. Biehl, publ. by Teubner; *Republic* ed. Hermann, publ. by Teubner.)

41. **The Metaphysics of Aristotle.** One hour, to be arranged to suit students. ASSISTANT PROFESSOR HAMMOND.

The purpose of this course is to read rapidly through the *Metaphysics*, and to give students of Philology and Philosophy an acquaintance with the style and terminology of Aristotelian Greek and with the chief elements of Aristotle's metaphysical system. (Text-books: *Metaphysics* ed. Christ, publ. by Teubner.)

42. [**Aristotle's Nicomachean Ethics and Plato's Philebos.** Three hours a week. ASSISTANT PROFESSOR HAMMOND.]

Course 42 given in 1892-93, will not be repeated until 1894-5.

43. **Logic and Methodology.** T., Th., 8. ASSOCIATE PROFESSOR CREIGHTON.

In 1893-94 the first part of this course will consist of lectures on logical theory, dealing more particularly with the nature of Judgment and Inference. The recent contributions to these subjects by such writers as Lotze, Bradley, and Sigwart, will be considered, and students will be expected to read from time to time prescribed portions from the works of the authors above mentioned. It is proposed to devote the latter half of the year to a study of the problems of applied Logic, the forms and conditions of proof, the methods of the different sciences, etc. During this part of the course constant reference will be made to Sigwart's *Logik*, Vol. II, and also to the second volume of Wundt's *Logik*.

44. [**The Critical Philosophy of Kant.** Three hours. ASSOCIATE PROFESSOR CREIGHTON.]

This course, omitted in 1893-94, will be given in alternate years with course 43.

45. **Philosophy of Religion.** Discussions and essays. Th., 4-6. PROFESSOR TYLER.

Martineau's Study of Religion and Lotze's Philosophy of Religion will be made the basis of work.

46. Ethics (Advanced). Essays and discussions, with occasional lectures. M., W., 11. PROFESSOR SCHURMAN.

This course is open only to those who have completed course 35 or the equivalent thereof. Most of the class-work will be done by the members of the class, under the guidance of the professor. By a judicious division of labor and coöperation, a comparative study will be made of the leading moralists of the last two decades, American, British, French, and German. The problems of Ethics being marked out, and a certain time assigned to each, every member will be asked to write a careful abstract of the discussions which the problem under consideration in the class receives in the treatise or treatises on which he has previously been required to report; and after all the abstracts have been read and discussed in class, each student will, before leaving that problem, write out a brief statement of what he considers a tenable theory, and these expositions, along with his abstracts, will be accepted, if found satisfactory by the professor, in lieu of examinations. Although it is the works of recent moralists which are the special object of study, the theories of earlier moralists will naturally be referred to for purposes of comparison. The aim of the course is to enable advanced students to reach, in the full light of the achievements of different contemporary schools, a satisfactory and tenable theory of morality.

47. The History of Education. Lectures. T., Th., 2. PROFESSOR WILLIAMS.

In this course, the history of education is treated as a vital part of the history of civilization, and with reference to the ideals by which the life, as well as the education, of nations has been controlled; the educational views of eminent writers of ancient and modern times are carefully analyzed and compared; the lives, services, and experiments of noteworthy teachers are discussed; and through all these means an attempt is made to approach the philosophy of education on the historic side. It is essential for success in this course that the student should have a fair knowledge of general history, and it has not generally been found expedient to undertake it earlier than the senior year.

48. Modern Realism. Lotze's *Metaphysics*. Lectures, discussions, and essays. T., Th., 11, S., 10. DR. THILLY.

This course is intended to afford students an opportunity to make a careful study of Lotze's *Metaphysics* for the purpose of gaining a *knowledge* of the system of a contemporary philosopher. The *text of the Metaphysics* will be explained in class. This work

is to be supplemented by independent reading of special parts of the Microcosmos and other related writings of the author. The entire subject will be prefaced by introductory lectures on Leibniz and Herbart, showing the relation between their philosophical systems and that of the latest exponent of Modern Realism.

48 a. **[Post-Kantian Idealism.** Recitations, Discussions, and theses. Three hours a week. DR. THILLY.

Course 48 a, given in 1892-93, will not be repeated until 1894-95.

48 b. **Schopenhauer's The World as Will and Idea.** Recitations, discussions, and theses. Fall Term. M., W., F., 12. MR. ALBEE.

This course, which will be given during the Fall Term only, is designed to serve as an introduction to the study of German Pessimism. The essential part of Schopenhauer's most characteristic work, *The World as Will and Idea*, (*i. e.*, the first volume of the original, with the exception of the criticism of the Kantian Philosophy,) will be read and discussed with the class, and at least one essay will be required of each member of the class by the end of the term. The first volume of the English translation by Haldane & Kemp (English and Foreign Philosophical Library) will be used in class.

49. **History of Modern Psychology.** One hour a week. ASSISTANT PROFESSOR TITCHENER.

The psychological systems of Modern Philosophy will be rapidly reviewed and references given for private reading.

49 a. **Advanced Problems in Experimental Psychology.** M., W., Th., F., 2-5. ASSISTANT PROFESSOR TITCHENER.

These will be chosen to suit the inclination and attainments of students.

49 b. **Psychological Optics or Psychological Acoustics.** One hour a week. ASSISTANT PROFESSOR TITCHENER.

The lectures will presuppose acquaintance with the general laws and classical experiments in this branch of Psychology. New literature will be reviewed.

50. **Psychological Seminary.** Hours to be arranged, if the course be required. ASSISTANT PROFESSOR TITCHENER.

The Seminary will meet weekly for the critical and historical discussion of psychological questions. These will, for the most part, be *chosen with reference* to the thesis-subjects selected by students.

51. Metaphysical Seminary. Two hours a week. ASSOCIATE PROFESSOR CREIGHTON and MR. ALBEE.

The object of this course is to assist and direct students in original research. Such work must of course be carried on by the individual student outside of the class-room. At the weekly meetings students who are candidates for advanced degrees and are engaged in the preparation of theses of a metaphysical or historical character, will report the progress of their work, and their methods and results will be freely discussed by instructors and students. To the other members of the Seminary, special problems growing out of Kant's Critical Philosophy will be assigned for investigation and report. They will also be required to embody the results of such research in a carefully prepared paper. For this work a previous acquaintance with at least the Kritik of Pure Reason and a knowledge of German will be indispensable.

52. Pedagogical Seminary. T., 3. PROFESSOR WILLIAMS.

This course is intended to afford to those who have pursued course 37 with success, and who have a ready command of German, an opportunity to examine certain approved works of German pedagogy. The work offered for 1893-4 will be either Waitz's Allgemeine Pädagogik or Clemens Nohl's Pädagogik für höhere Lehranstalten.

53. Ethical Seminary. F., 11. PROFESSOR SCHURMAN.

This course is intended for the guidance of graduates, who have had the necessary training, in independent research. There will be no lectures. Topics will be assigned to the different members of the class, or, still better, proposed by themselves, and appropriate courses of reading and lines of inquiry will be marked out by the professor. At the weekly meetings reports will be made of work done, and these will be open to the comment and criticism of the class and the professor. Before the completion of the winter term each student will be required to begin the organization of his material into a thesis, which, at the end of the year, will be submitted to the professor for approval.

RELATED COURSES.

In addition to the foregoing courses, which are given by the Faculty of the Sage School of Philosophy, students are free to select any the courses given in other departments of the University. Special attention is directed to the following :

Morphology of the Brain. Spring Term. Seventeen lectures, eight practicums, and laboratory work. PROFESSOR WILDER and MR. FISH. (See the University Register under Physiology and Vertebrate Zoology, Course 3.)

Physiological Optics and the Science of Color. One lecture a week and laboratory practice. PROFESSOR NICHOLS. (See under Physics, Course 14.)

The Beginnings of History. One hour. PROFESSOR BURR. This course discusses the methods and scope of History and treats of the Philosophy of History so far as is necessary to justify the aims and processes of the historian. (See under History, Course 7.)

Social Science or Practical Ethics. Two hours. ASSISTANT PROFESSOR WILLCOX. An elementary course in certain social problems, with an introduction on Anthropology.

Sociology. Two hours. ASSISTANT PROFESSOR WILLCOX. A seminary course, in which one or more standard treatises on this subject will be read. Open to all students who have taken either the preceding course or related courses in Philosophy.

Statistics. With special reference to vital and moral statistics. Two hours. ASSISTANT PROFESSOR WILLCOX.

The attention of students of Philosophy is further directed to the courses on the Higher Literature of Greece and Germany, Roman Law and International Law, Biology, Chemical Philosophy, Physics, Mathematics, History and Political Science, and on the private, political, and religious Life and Institutions of the Hindus, Greeks, and Romans. The professors of Philosophy will be glad to advise their students in the selection of related subjects.

PHILOSOPHICAL CLUB.

The membership of the Philosophical Club is composed of Graduate Students in the Sage School of Philosophy and of Undergraduates

elected by them. Its function is to promote acquaintance and good-fellowship amongst the students of Philosophy in the University and to provide an organization for the presentation of papers and the discussion of philosophical problems of present interest.

THE PSYCHOLOGICAL LABORATORY.

The Psychological Laboratory consists of a suite of six rooms, arranged for the carrying out of investigations in the various departments of experimentation. It contains an unusually large collection of acoustical apparatus, and is well provided with the instruments necessary in other lines of research. The equipment is undergoing continual improvement, and apparatus needed for special work is at once procured. The professor takes part in all investigations in progress.

THE SEMINARY ROOM.

An adequately furnished and commodious room has been set apart in the Library Building for the exclusive use of advanced students in Philosophy. It is provided with a well-selected library containing lexica and other books of reference, philosophical journals, and the more important works in the several branches of Philosophy. This special library of Philosophy is being constantly enlarged, and books not already on the shelves, when required by students for the prosecution of their work, are ordered at once.

THE PHILOSOPHICAL REVIEW.

Besides instruction and investigation the School of Philosophy undertakes also the work of publication. Under the editorship of President Schurman, and with the co-operation of his colleagues in the School, *The Philosophical Review* appears once in two months, each number containing a minimum of 112 pages. A large part of the material of the *Review* is contributed by the professors, fellows, and graduates in the Sage School of Philosophy. It is found that the *Review*, which stands thus in the closest connection with the School, is a very powerful stimulus to students, whose constant intercourse with the members of the staff who are engaged in writing and planning for it, enables them to keep abreast of current philosophical problems and discussions. The *Review* also furnishes advanced students with a medium of publication. The results of *original investigations* which have been accepted for doctor's degrees are, in some cases, published in it.

THE LIBRARY.

The general Library of the University contains one hundred and thirteen thousand volumes, besides twenty-five thousand pamphlets. Graduate students obtain from the Librarian cards of admission, for limited periods, to the shelves in the stack-rooms. The more prominent philosophical journals—American, English, French, German, and Italian—are kept on file in the Periodical Room. The income of an endowment of three hundred thousand dollars, the gift of the Hon. Henry W. Sage, is devoted to the increase of the Library, and a fair share of this is employed in supplementing the already extensive philosophical literature on the shelves. The Reading Room, which is open to students daily from 8 A. M. to 9:30 P. M., contains a carefully selected reference library of eight thousand volumes and ample accommodation for two hundred and twenty readers.

EXPENSES.

Tuition (an annual fee of \$100) is free to students with state scholarships and to such resident graduates as have been duly admitted by the University authorities as candidates for a second degree. The cost of living in Ithaca, including board, room, fuel, and lights, varies from \$4 to \$10 per week.

FELLOWSHIPS AND SCHOLARSHIPS.

For the encouragement of higher studies and research in every branch represented by the School of Philosophy, there have been established for award to distinguished graduates of this and other Universities six scholarships of the annual value of \$200 each, and three fellowships of the annual value of \$400 each, both scholarships and fellowships being tenable for one year, but subject to renewal in exceptional cases. (Scholars and fellows who are candidates for advanced degrees, are also exempted from the tuition fee, \$100.) The scholarships are intended for college graduates who, during their undergraduate course or subsequently, have given evidence of special attainments in any department of Philosophy. The fellowships will ordinarily be awarded to those who have already distinguished themselves as scholars. The appointment of scholars and fellows for the ensuing year will be made by the 1st of June, 1893. Applications, which must be sent in not later than the 25th of May, should be addressed to the Registrar, Cornell University, Ithaca, N. Y.

The application of the candidate for a scholarship or a fellowship should contain a full statement of the branches of study he intends to

pursue, if appointed; and if he has produced any article that could be put in evidence for him, a copy should accompany his application. Those candidates who are graduates of other colleges or universities than Cornell, should submit recommendations from the instructors best acquainted with their ability and attainments. It should be borne in mind by such applicants that information cannot be too exact or full in the case of students not personally known to the appointing body. The list of applicants is large, and the Faculty desires to be aided in every way in making its selections.

DEGREES.

I. The degree of Master of Arts, Master of Philosophy, Master of Letters, or Master of Science is conferred on those who have taken the corresponding baccalaureate degree here, or at some other college or university where the requirements for that degree are equal to those of this University, on the following conditions:

Candidates must spend at least one year at this University in pursuance of an accepted course of study. They must present a satisfactory thesis and pass a satisfactory examination on the major and minor subjects chosen for the degree.

II. The degree of Doctor of Philosophy is conferred on graduates of this University, and of other universities and colleges whose requirements for the baccalaureate degree are equal to those of this University, on the following conditions:

1. In order to become a candidate, the applicant must have pursued a course of study equal to that required for graduation in this University with the A.B. or Ph.B. degree.

2. The candidate must spend at least two years at the University pursuing a course of study marked out by the Faculty. In exceptional cases a year of graduate work in a university elsewhere may, by a special vote of the Faculty, be accepted in place of a year's work in this University.

3. The candidate must present a thesis of such a character as shall display power of original and independent investigation, and must pass the requisite final examinations on one major and two minor subjects.

4. Of the three subjects offered for the degree of Doctor of Philosophy, it is recommended that one (minor) be chosen from a department other than the Sage School.

5. *Candidates for advanced degrees may select as their major subject any of the following:—*

- α.* Philosophy, with special reference to Ethics.
 - β.* Philosophy, with special reference to Logic and Metaphysics.
 - γ.* Psychology.
 - δ.* Historical and Psychological Pedagogy.
 - ε.* The History of Religion and the History of Philosophy.
6. Candidates for advanced degrees may select as their first minor subject any one of the following which is not identical with or included in the major :—
- α.* Ethics.
 - β.* Psychology.
 - γ.* Logic and Epistemology.
 - δ.* History of Philosophy.
 - ε.* The History and Philosophy of Religion.
 - ζ.* Historical and Psychological Pedagogy.
 - η.* Greek Philosophy.

TEACHERS.

Institutions desiring teachers of Philosophy are invited to correspond with the Dean of the School

[For information in regard to other departments, see the University Register, which will be sent on application to the Registrar, Cornell University, Ithaca, N. Y.]



CORNELL UNIVERSITY

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COURSES OF INSTRUCTION

IN THE

THE SCHOOL OF PHILOSOPHY

1894-95

ITHACA, N. Y.

PUBLISHED BY THE UNIVERSITY

1894

FACULTY
OF THE
SAGE SCHOOL OF PHILOSOPHY.

JACOB GOULD SCHURMAN, A.M., (*London*), D.Sc., (*Edinburgh*),
LL.D., (*Columbia*), *Professor of Philosophy*, DEAN.

SAMUEL GARDNER WILLIAMS, A.B., (*Hamilton*), Ph.D., (*Ham-
ilton*), *Professor of Pedagogy*.

THE REV. CHARLES MELLEN TYLER, A.M., (*Yale*), D.D.,
(*Yale*), *Professor of the History and Philosophy of Religion
and of Christian Ethics*.

JAMES EDWIN CREIGHTON, A.B., (*Dalhousie*), Ph.D., (*Cornell*),
Associate Professor of Modern Philosophy.

WILLIAM ALEXANDER HAMMOND, A.B., (*Harvard*), Ph.D.,
(*Leipzig*), *Assistant Professor of Ancient and Mediæval Philos-
ophy*.

EDWARD BRADFORD TITCHENER, A.M., (*Oxford*), Ph.D.,
(*Leipzig*), *Assistant Professor of Psychology; Director of the
Psychological Laboratory*.

ERNEST ALBEE, A.B., (*Univ. of Vermont*), *Instructor in Psy-
chology and the History of Philosophy*.

FERDINAND CANNING SCOTT SCHILLER, A.M., (*Oxford*),
Instructor in Logic and Metaphysics.

GRADUATE STUDENTS

PURSUING STUDIES IN THE SAGE SCHOOL OF PHILOSOPHY FOR AN
ADVANCED DEGREE.

Albee, E.—A.B., University of Vermont, 1887, Ph.D.
 Brown, J. F.—Ph.B., Earlham College, 1889, Ph.M.
 †Buchanan, Barbara I.—A.B., Oberlin College, 1889, A.M., 1890, Ph.D.
 Cogswell, G. A.—A.B., Dalhousie College, 1890, Ph.D.
 †Durand, E. D.—A.B., Oberlin College, 1893, Ph.D.
 Elkin, W. B.—A.B., Manitoba University, 1889, Ph.D.
 Fanning, Grace M. W.—B.S., Wellesley College, 1891, Ph.D.
 Findlay, J.—A.B., Queen's Univ., Kingston, 1887, A.M., 1888, . Ph.D.
 Hannum, Louise—B.S., Wellesley College, 1891, Ph.D.
 *Heppert, A. G.—B.L., Cornell Univ., 1893, M.L.
 Hill, A. R.—A.B., Dalhousie College, 1892, Ph.D.
 Hinman, E. L.—A.B., Cornell Univ., 1892, Ph.D.
 †Hodell, C. W.—A.B., DePauw University, 1892, Ph.D.
 *Howe, H. C.—B.L., Cornell Univ., 1893, Ph.D.
 Irons, D.—A.M., St. Andrew's University, Scotland, 1891, . . . Ph.D.
 Kellogg, R. J.—A.B., Cornell Univ., 1891, Ph.D.
 †Leighton, J. A.—A.B., Trinity University, Toronto, 1891, . . Ph.D.
 Major, D. R.—B.S., Wabash College, 1890, Ph.D.
 *Moore, A. W.—A.B., DePauw Univ., 1890, A.M., 1893, Ph.D.
 Muir, Ethel—B.L., Dalhousie College, 1891, M.L., 1893, Ph.D.
 †Peirce, Leona M.—A.B., Smith College, 1886, A.M., 1893, . . Ph.D.
 †Perkins, A. H.—C.E., Cornell Univ., 1893, M.C.E.
 *Pillsbury, W. B.—A.B., Univ. of Nebraska, 1892, Ph.D.
 †Ranum, A.—A.B., Univ. of Minnesota, 1892, Ph.D.
 *Read, M. S.—A.B., Acadia University, 1891, Ph.D.
 Schiller, F. C. S.—A.B., Oxford, Eng., 1886, A.M., 1891, Ph.D.
 †Scott, J. M.—A.M., Lafayette College, 1892, Ph.D.
 †Taylor, T. W.—A.B., Univ. of Manitoba, 1886, A.M., 1890, . . Ph.D.
 †Washburn, Margaret F.—A.B., Vassar Coll., 1891, A.M., 1893, . Ph.D.
 *Watanabe, R.—Ph.B., Hillsdale College, 1891, Ph.M., Cornell
 Univ., 1892, Ph.D.

1 Fellows.

2 Graduate Scholars.

† Taking a 'minor' subject in Philosophy.

FOUNDATION OF THE SCHOOL.

The department of Philosophy is known as "THE SUSAN LINN SAGE SCHOOL OF PHILOSOPHY." This School owes its existence to the generosity of the Hon. Henry W. Sage, Chairman of the Board of Trustees. At a meeting of the Board, held on Oct. 22d, 1890, Mr. Sage signified his intention of adding to the endowment of the Susan Linn Sage philosophical professorship, which he had established in 1886 in memory of his wife, a further gift of \$200,000 to the department of Philosophy. His object was to provide permanently at Cornell University for philosophical instruction and investigation of the most varied kind and of the highest order. To that end he stipulated that the Trustees should, whenever it was needed, supplement the proceeds of his endowments with appropriations from the general funds of the University. The gift was made, and the legislation went into effect, in September, 1891.

ITS OBJECTS.

The School is devoted to the free and unhampered quest and propagation of truth in regard to all those questions of human inquiry which are embraced by Logic, Psychology, Ethics, Pedagogics, Metaphysics, and the History and Philosophy of Religion. The evils of emphasizing certain portions of Philosophy to the practical exclusion of others have become very apparent, though the advantages of specialization cannot be overestimated. It is the aim of this School to secure both comprehensiveness and thoroughness. All sides of Philosophy will be represented, and every method of discovering truth—observation, experiment, historical investigation, reflection, and speculation—will be welcomed within its appropriate domain. To make the advantages of the School more accessible, scholarships and fellowships have been established which are open to graduates of this and other universities. (See under Fellowships and Scholarships, p. 17.)

COURSES OF STUDY.

Of the following courses of study, course 20 is required of all sophomores except those in the technical departments; the remaining courses are elective, but they can be taken only by students who have com-

pleted course 20 or the equivalent thereof. Course A is not subject to this restriction, but is open to all students in the University. The other elective courses are open to undergraduates (juniors and seniors) and to graduates alike; but there is a certain order of sequence for individual courses within any group, if not always for the groups themselves. No ideal scheme will be applicable to any individual case; and the student in making his selection should consider both his actual attainments and his future plans, and in all cases of doubt consult with the professors and instructors. Nevertheless it is believed that some guidance will be given by the number designating each course. The courses numbered 30 to 39 inclusive are such as might profitably be taken by juniors (*i. e.*, by students who have completed course 20), though as it would be impossible for any junior to take them all, they are in practice taken by juniors and seniors, and even by graduates of other institutions who have made no special study of Philosophy during their college course. The courses numbered 40 to 49 are not, unless it is otherwise specified, open to juniors. They are designed for seniors—in practice, for seniors and graduates—who have already taken such courses in 30-39 as fit them for admission to the corresponding advanced courses in 40-49. Courses 50 and upwards are for graduates exclusively. It will be noticed that in this plan the thirty courses (30, 31, 32, etc.) are for third (junior) year students and students of higher standing; the forty-courses (40, 41, 42, etc.) for fourth (senior) year students and students of higher standing; the fifty-courses (50, 51, 52, etc.) for fifth year students (graduates in the first year of their graduate course) and students of higher standing (graduates in the second and third year of their graduate course). Thus it may happen that a graduate student who has been specializing in Philosophy two or three years since graduation will be taking, besides his main work in a fifty-course, one or more of the thirty or forty-courses.

A. General Introduction to the Study of Philosophy. Lectures. F., 12. *Introductory Lecture and Ethics*: PROFESSOR SCHURMAN; *The Philosophy of Religion*: PROFESSOR C. M. TYLER; *Modern Philosophy*: ASSOCIATE PROFESSOR CRIGHTON; *Ancient Philosophy*: ASSISTANT PROFESSOR HAMMOND; *Psychology*: ASSISTANT PROFESSOR TITCHENER.

The plan in this course is to give a general outline of the main philosophical disciplines. The lectures will describe in a simple and non-technical way the leading facts and historical problems with which philosophy has to do. The course does not presuppose any acquaintance with philosophical literature or terminology, and may be taken by any student in the University.

20. **Physiology, Psychology, Logic.** Three hours a week. Physiology, Fall Term. Lectures, in two sections, T., Th., 10, 11, and practicums and demonstrations in four sections, Th., F., 2-4, S., 9-11, 11-1. PROFESSOR WILDER. Psychology and Logic, Winter and Spring terms. Lectures, S., 11. PROFESSOR SCHURMAN. Recitations, in six sections, M., T., W., Th., F., S., 10, 11, 12. MR. ALBEE and MR. SCHILLER.

In Physiology most of the course is devoted to the structure and functions of the brain ; numerous preparations, models, and diagrams of the human organ are employed, but great stress is laid upon the study by the class of sheep's brains variously prepared to exhibit all the important parts and features ; drawings of these are also made by the students. The functions of the brain and spinal cord are illustrated by painless experiments upon the frog and cat. On the completion of this course at Christmas, Logic and Psychology are taken up for the rest of the academic year. Once a week the whole class meets for a lecture on Psychology by Professor Schurman, whose aim is at once to give an outline of what is established in the subject and to remove obstacles from the path of beginners in mental science. For the remaining exercises the class is divided into sections ; and one recitation a week is required on Höffding's Outlines of Psychology in connection with the lectures, and another on Jevons's Elementary Lessons in Logic. The solution of logical problems is an important part of the work in Logic. In both subjects the instructors will give individual attention to all the members of the class, who are expected and invited freely to make known their difficulties. The entire course in Physiology, Psychology, and Logic is intended to be an introduction to Philosophy through its simplest disciplines, and from the objective, as well as the subjective, point of view.

30. **Advanced Psychology.** Lectures, essays, and experimental illustrations. M., W., F., 9. ASSISTANT PROFESSOR TITCHENER.

This course may be taken for one or two years. The lectures will have special reference to the literature of Experimental Psychology, and much time will be devoted to the illustration of the experimental investigation of conscious processes. Physiological Psychology and Neurology will also receive some attention. Essays will be written by the class on psychological questions ; the text-book for immediate use will be Professor Sully's *The Human Mind*.

- 30-a. **Rapid Reading of German Psychology.** T., 9. ASSISTANT PROFESSOR TITCHENER.

The aim is an acquaintance with the nomenclature and literature of German Psychology.

30 b. Introduction to Experimental Psychology. T., 3-5. ASSISTANT PROFESSOR TITCHENER.

This course, consisting of lectures on psychological methods and results, with experimental illustrations and exercises, is given only during the Fall Term. Its place is taken in the two remaining terms by elementary laboratory work.

31. History of Greek and Mediæval Philosophy. Lectures and text-book. M., W., 10. ASSISTANT PROFESSOR HAMMOND.

The general history of Greek Philosophy will be rapidly reviewed in the first term of the year; the second term will be devoted exclusively to the history of Greek Ethics, in connection with which Well-don's translation of Aristotle's Nic. Eth. and Grant's Introductions will be read and discussed; the remainder of the year will be given to the study of Scholastic Philosophy from Scotus Erigena on. As text-book Windelband's History of Philosophy will be used (Macmillan & Co., New York.)

32. Selected Dialogues of Plato and the Metaphysics of Aristotle. (English translations.) Lectures, analyses, and criticisms. T., S., 11. ASSISTANT PROFESSOR HAMMOND.

The Dialogues selected for 1894-95, are the Republic, Protagoras, Gorgias, Phaedrus, Theaetetus, Sophist, Statesman, Philebus, Symposium, Apology, Crito, and Phaedo. Students will prepare analyses and criticisms of the several dialogues and of the separate books of the Metaphysics, and will read specified parts of Zeller's larger work on Greek Philosophy. (Text-books: Jowett's The Dialogues of Plato, publ. by Macmillan & Co., and MacMahon's translation of the Metaphysics, Bohn Library; for students who read German, Bonitz's translation of Metaphysics is preferred.)

33. History of Modern Philosophy. Lectures, text-book, and occasional essays. M., W., F., 8. ASSOCIATE PROFESSOR CREIGHTON.

The lectures of this course will give a general account of modern philosophical theories from the Renaissance to the present time, in their relation to the development of the sciences and the progress of civilization. Among English philosophers, special attention will be given to Berkeley, and his Principles of Human Knowledge will be made the subject of detailed study and class discussion. It is proposed to devote the latter part of the course to a consideration of the speculative problems of recent times, and, in this connection, Lotze's Outlines of Metaphysics will be studied by the class. Windelband's History of Philosophy (Macmillan & Co., New York) will be taken as the class

text-book. Other books used will be Fraser's Selections from Berkeley (Clarendon Press) and Lotze's Outlines of Metaphysics (Ladd's translation, Ginn & Co.).

34. **Leibniz's Philosophical Works, Hume's Treatise of Human Nature, and Kant's Critique of Pure Reason.** Recitations, discussions, and theses. T., Th., S., 12. MR. ALBEE.

The design of this course is to prepare juniors and seniors, and graduate students who have not had a similar course, for more advanced work in Philosophy. The works above mentioned will be read and discussed with the class, the object being to lead the students fully to understand them and sympathetically to estimate their value. Special subjects will be assigned to the members of the class, and theses will be required at the end of each term. The text-books used will be Philosophical Works of Leibniz (Duncan's translation, Tuttle, Morehouse, & Taylor, New Haven), Hume's Treatise of Human Nature (Clarendon Press), and Kant's Critique of Pure Reason (Müller's translation, Macmillan & Co., New York). This course is open only to students who have taken, or are taking, course 33 or an equivalent.

- 34 a. [**Hobbes's Leviathan, Locke's Essay concerning Human Understanding, Berkeley's Principles of Human Knowledge, and Hume's Inquiry concerning Human Understanding.** Three hours. MR. ALBEE.]

This course will be given in 1895-96.

- 34 b. **Spinoza's Ethics.** Recitations and theses. T., S., 10. Fall Term. MR. SCHILLER.

This course will be given in connection with course 34 and will enable students to utilize the wealth of the Spinoza collection, recently acquired by the Library (vid. p. 16.)

Text-book: Spinoza's Ethics (Bohn Series).

- 34 c. **Rapid Reading of German Philosophy.** Th., 10. MR. SCHILLER.

The primary aim of this course is to render the students assistance in gaining a knowledge of German philosophical terms. Kuno Fischer's *Geschichte der neueren Philosophie*, vol. I, will be translated and discussed in class.

35. **History of Religions.** Lectures and recitations. M., W., F., 12. PROFESSOR TYLER.

The lectures will deal with Primitive Religion, the origin of the concepts of Religion and of Cults, the Religious rites of the Syro-Arabic peoples, and more particularly with the Religion, Literature, and History of Israel. The comparison of the Christian Religion with Brahmanism, Buddhism, Mohammedanism, and other systems will be made a subject for detailed treatment.

35 a. Christian Ethics. Lectures. Th., 12. PROFESSOR TYLER.

In the early part of the year the lectures of this course will be devoted to a discussion of the Christian ideal of the worth of life as contrasted with the ideals given by Sociology, Utilitarianism, Aestheticism, Optimism, and Culture. The individualistic applications of Christian Ethics will then be considered, and the personal virtues, virtues of veracity, self-control, honor, etc., will be discussed. During the Spring term the lectures of the course will treat of Christ's moral teaching as applied to Social Relations, the duties of Friendship, Riches and Poverty, Masters and Servants, Public Opinion, the Press, and Incivism.

36. Ethics. Lectures, discussions, and text-book study. T., Th., 11. PROFESSOR SCHURMAN.

This course falls into three parts. The first seeks to discover the facts of Ethics by an analysis of 'common sense' morality and an historical account of the morality of mankind at different times and among different peoples. The second attempts to construct a theory of Ethics, which shall explain its fundamental principles in congruence with the facts as established, taking account at the same time of the leading types of ethical theory which have been propounded by moralists. The third, which is the shortest part, deals with the application of principles to the regulation of life—individual, family, and social. There is no recitation from a text-book; but students are required to master Murray's Introduction to Ethics and select portions of the ethical writings of Sidgwick, Martineau, and Spencer. Much value is attached to the free discussion of questions in class, and for this there is abundant opportunity.

37. The Institutes of Education. Lectures. M., W., F., 2. PROFESSOR WILLIAMS.

In this course education is treated first as to its aims, its principles, and its means, from the standpoint of the physical, intellectual, and moral nature of man. From this treatment is deduced a philosophy of method, which, applied first to the four great groups into which school subjects may be assembled, is then illustrated fully by a sufficient number of special branches. In connection with this, the various operations of the class-room are discussed, the conduct of recitations, the art of questioning, of exposition, and of illustration, and the mode of examining. Course 20, or its equivalent, is required for entrance on this course.

38. School Supervision. Lectures. Third Term. W., 3. PROFESSOR WILLIAMS.

This course is devoted to the organization, classification, manage-

ment, and supervision of schools, the arrangement of courses of study, school buildings and appliances, school hygiene, and school economy. It should be preceded by course 37.

39. Pedagogical Conference. Th., 3-5. PROFESSOR WILLIAMS.

This course, which is intended as an auxiliary to course 37, can be taken only by those who have pursued, or are pursuing, course 37. The work consists in part of a visitation of schools, with criticism and discussion of their spirit and methods; in part of the preparation of plans for teaching certain branches; in part, also, of the investigation of educational subjects and national systems, with the preparation of extended reports embodying results.

40. [Writings and Philosophy of Plato and Aristotle. Lectures and interpretations of Aristotle's *De Anima* and Plato's *Republic*. Two hours. ASSISTANT PROFESSOR HAMMOND.]

This course, omitted in 1894-95, will be repeated in 1895-96.

41. The Metaphysics of Aristotle. T., 12. ASSISTANT PROFESSOR HAMMOND.

The purpose of this course is to read rapidly through the *Metaphysics*, and to give students of Philology and Philosophy an acquaintance with the style and terminology of Aristotelian Greek and with the chief elements of Aristotle's metaphysical system. (Text-books: *Metaphysics* ed. Christ, publ. by Teubner.)

42. Aristotle's Nicomachean Ethics and Plato's Philebus. T., Th., 10. ASSISTANT PROFESSOR HAMMOND.

The first four and last three books of the *Ethics* and the whole of the *Philebos* will be translated and interpreted.

43. [Logic and Methodology. Two hours a week. ASSOCIATE PROFESSOR CREIGHTON.]

Course 43, given in 1893-94, will not be repeated until 1895-96.

44. The Critical Philosophy of Kant. M., W., 11. PROFESSOR SCHURMAN and ASSOCIATE PROFESSOR CREIGHTON.

It is proposed to undertake in this course a thorough study at first hand of some of the more important problems of Kant's *Critical Philosophy*. The difficulties and obscurities of the text of the *Kritik of Pure Reason* will be explained, and, in order to present Kant's system in its complete form, constant reference will be made to his other works, especially to the *Kritik of Practical Reason* and the *Kritik of Judgment*. Students will be directed in independent investigation of *special problems*, and in the use of the literature of the subject. For

this work some previous acquaintance with at least the *Kritik der reinen Vernunft*, and a knowledge of German is indispensable.

An important accession, consisting of 250 volumes on Kant, has recently been made to the Kantian literature already in the Library.

45. Philosophy of Religion. Discussions and essays. Th., 4-6.
PROFESSOR TYLER.

Martineau's Study of Religion and Lotze's Philosophy of Religion will be made the basis of work. Pfeiderer, Max Müller, Reville and other writers will be consulted. Should the class in the Philosophy of Religion increase above the present number, lectures will be delivered once a week on the metaphysical and ethical grounds of theistic belief.

45 a. Post-Kantian Idealism. Lectures, prescribed reading, and discussion. T., and Th., 8. ASSOCIATE PROFESSOR CREIGHTON.

The work of this class will presuppose some acquaintance with the philosophy of Kant and a knowledge of German. The course is intended to afford students an opportunity for making a careful study of some of the principal treatises of the leading exponents of the later German Idealism. To this end Fichte's *Wissenschaftslehre*, Schelling's *System des Transcendental Idealismus*, and Hegel's smaller *Logik* will be read and expounded in class. Where translations are not obtainable or are unsatisfactory, the German text will be used. Occasional lectures will also be given on the historical development and the mutual relations of the various systems.

46. [Ethics (Advanced).] Essays and discussions, with occasional lectures. M., W., 11. PROFESSOR SCHURMAN.]

This course will not be repeated until 1895-96.

46 b. History of English Utilitarianism from Cumberland to Sidgwick. M., W., 12. MR. ALBEE.

This course is open only to those who have completed course 35 or its equivalent. The attempt will be made to trace the development of the principle of Universalistic Hedonism from its partial statement in the works of More and Cumberland to the form that it has taken in the hands of its modern representatives. Instruction will be given largely by lecture, but there will be abundant opportunities for discussion, and theses will be required at the end of each term. Constant references will be made to the original sources, and the course will involve a good deal of collateral reading.

46 c. [Schopenhauer's The World as Will and Idea.] Recitations, discussions, and theses. Three hours during the Fall Term.
MR. ALBEE.]

This course, given in 1893-94, will not be repeated until 1895-96.

47. The History of Education. Lectures. T., Th., 2. PROFESSOR WILLIAMS.

In this course the history of education is treated as a vital part of the history of civilization, and with reference to the ideals by which the life, as well as the education, of nations has been controlled; the educational views of eminent writers of ancient and modern times are carefully analyzed and compared; the lives, services, and experiments of noteworthy teachers are discussed; and through all these means an attempt is made to approach the philosophy of education on the historic side. It is essential for success in this course that the student should have a fair knowledge of general history, and it has not generally been found expedient to undertake it earlier than the senior year.

48. [Modern Realism. Lotze's Metaphysics. Lectures, discussions, and essays. Three hours a week. MR. SCHILLER.]

This course will not be repeated until 1895-96.

48 a. The Philosophy of Evolutionism with special reference to Spencer's Synthetic Philosophy. Lectures and essays. T., Th., S., II. MR. SCHILLER.

The object of this course will be to trace the development of the idea of Evolution in its historic connections, to consider its value in relation to other philosophic views, and to assist students in framing a critical estimate of one of the most widely current of modern schools of thought. Attention will be devoted to the chief representatives of Evolutionism in Germany (von Hartmann) and America (Fiske), as well as to Spencer.

49. [History of Psychology. Th., 9. ASSISTANT PROFESSOR TITCHENER.]

This course will not be repeated until 1896-97.

49 a. [History of Aesthetics. Th., 9. ASSISTANT PROFESSOR TITCHENER.]

This course will be given in 1895-96.

49 b. Mental Pathology. Th., 9. ASSISTANT PROFESSOR TITCHENER.

This course will be supplementary to course 30.

49 c. Advanced Problems in Experimental Psychology. M., W., Th., F., 2-5. ASSISTANT PROFESSOR TITCHENER.

These will be chosen to suit the inclination and attainments of students. Cf. 30 b.

49 d. Psychological Optics or Psychological Acoustics. One hour a week. ASSISTANT PROFESSOR TITCHENER.

The lectures will presuppose acquaintance with the general laws and classical experiments in this branch of Psychology. New literature will be reviewed.

50. Psychological Seminary. F., 10-12. ASSISTANT PROFESSOR TITCHENER.

The seminary will meet weekly for the critical and historical discussion of psychological questions. These will, for the most part, be chosen with reference to the thesis-subjects selected by students.

51. Metaphysical Seminary. Two hours a week. ASSOCIATE PROFESSOR CREIGHTON and MR. ALBER.

The object of this course is to assist and direct students in original research. Such work must of course be carried on by the individual student outside of the class-room. At the weekly meetings students who are candidates for advanced degrees and are engaged in the preparation of theses of a metaphysical or historical character, will report the progress of their work, and their methods and results will be freely discussed by instructors and students.

52. Pedagogical Seminary. T., 3. PROFESSOR WILLIAMS.

This course is intended to afford to those who have pursued course 37 with success, and who have a ready command of German, an opportunity to examine critically certain approved works of German pedagogy. The ideas gained by the members of the class from their work will be freely discussed at the weekly meetings, and papers will be called for on topics thus suggested.

53. Ethical Seminary. F., 11. PROFESSOR SCHURMAN.

This course is intended for the guidance of graduates, who have had the necessary training, in independent research. There will be no lectures. Topics will be assigned to the different members of the class, or, still better, proposed by themselves, and appropriate courses of reading and lines of inquiry will be marked out by the professor. At the weekly meetings reports will be made of work done, and these will be open to the comment and criticism of the class and the professor. Before the completion of the winter term each student will be required to begin the organization of his material into a thesis, which, at the end of the year, will be submitted to the professor for approval.

54. Seminary for the History and Philosophy of Religion. M., 4-6. PROFESSOR TYLER.

In this course graduate students who have undertaken theses on the History or Philosophy of Religion, will be assisted in the work of investigation.

RELATED COURSES.

In addition to the foregoing courses, which are given by the Faculty of the Sage School of Philosophy, students are free to select any of the courses given in other departments of the University. Special attention is directed to the following :

1. Neurology of the brain. Spring Term. PROFESSOR WILDER and MR. FISH. (See the *University Register* under Physiology and Vertebrate Zoology, Course 3.)
2. An Introduction to the study of History. One hour. PROFESSOR BURR. This course discusses the methods and scope of History and treats of the Philosophy of History so far as is necessary to justify the aims and processes of the historian. (See under History, Course 7.)
3. Social Science or Practical Ethics. Two hours. ASSISTANT PROFESSOR WILLCOX. An elementary course in certain social problems, with an introduction on Anthropology. (See under Political Economy, Course 22.)
4. Sociology. Two hours. ASSISTANT PROFESSOR WILLCOX. A seminary course, in which one or more standard treatises on this subject will be read. Open to all students who have taken either the preceding course or related courses in Philosophy. (See under Political Economy, Course 23.)
5. Statistics. With special reference to vital and moral statistics. Two hours. ASSISTANT PROFESSOR WILLCOX. (See under Political Economy, Course 24.)
6. Application of Mathematical Methods to Sociological Problems. PROFESSOR OLIVER. (See under Mathematics, Course 31.)

The attention of students of Philosophy is further directed to the courses on the Higher Literature of Greece and Germany, Roman Law and International Law, Biology, Chemical Philosophy, Physics, Mathematics, History and Political Science, and on the private, political, and religious Life and Institutions of the Hindus, Greeks, and Romans. The professors of Philosophy will be glad to advise their students in the selection of related subjects.

PHILOSOPHICAL CLUB.

The membership of the Philosophical Club is composed of Graduate Students in the Sage School of Philosophy and of Undergraduates

elected by them. Its function is to promote acquaintance and good-fellowship amongst the students of Philosophy in the University and to provide an organization for the presentation of papers and the discussion of philosophical problems of present interest.

THE PSYCHOLOGICAL LABORATORY.

The Psychological Laboratory consists of a suite of six rooms, arranged for the carrying out of investigations in the various departments of experimentation. It contains an unusually large collection of acoustical apparatus, and is well provided with the instruments necessary in other lines of research. The equipment is undergoing continual improvement, and apparatus needed for special work is at once procured. The professor takes part in all investigations in progress.

THE SEMINARY ROOM.

An adequately furnished and commodious room has been set apart in the Library Building for the exclusive use of advanced students in Philosophy. It is provided with a well-selected library containing lexica and other books of reference, philosophical journals, and the more important works in the several branches of Philosophy. This special library of Philosophy is being constantly enlarged, and books not already on the shelves, when required by students for the prosecution of their work, are ordered at once.

THE PHILOSOPHICAL REVIEW.

Besides instruction and investigation the School of Philosophy undertakes also the work of publication. Under the editorship of Professor Schurman and Associate Professor Creighton, with the co-operation of their colleagues in the School, *The Philosophical Review* appears once in two months, each number containing a minimum of 112 pages. A large part of the material of the *Review* is contributed by the professors, fellows, and graduates in the Sage School of Philosophy. It is found that the *Review*, which stands thus in the closest connection with the School, is a very powerful stimulus to students, whose constant intercourse with the members of the staff who are engaged in writing and planning for it, enables them to keep abreast of current philosophical problems and discussions. The *Review* also furnishes advanced students with a medium of publication. The results of original investigations which have been accepted for doctor's degrees are, in some cases, published in it.

THE LIBRARY.

The University Library contains over one hundred and fifty thousand volumes, besides twenty-eight thousand pamphlets.

Graduate students obtain from the Librarian cards of admission, for limited periods, to the shelves in the stack-rooms. The more prominent philosophical journals,—American, English, French, German, and Italian, are kept on file in the Periodical Room. The income of an endowment of three hundred thousand dollars, the gift of the Hon. Henry W. Sage, is devoted to the increase of the Library, and a fair share of this is employed in supplementing the already extensive philosophical literature on the shelves. Within the past year ex-President White has enriched the philosophical literature in the Library by the gift of a very complete Spinoza collection. This addition consists of about four hundred and fifty volumes and twenty-four portraits. It contains all the editions of Spinoza's *Opera omnia* down to the appearance of the edition of Van Vloten and Land, the four editions of the *Tractatus Politicus* of the year 1670, the original edition by Jarig Jellis of the *Opera posthuma*, Colerus's *La vie de B. de Spinoza*, 1706, and a large number of valuable commentaries and expositions. The Library has further increased its philosophical literature by the purchase of two hundred and fifty volumes on Kant. These collections should prove a stimulus to noteworthy work in philosophical research. The Reading Room, which is open to students daily from 8 A. M. to 9:30 P. M., contains a carefully selected reference library of eight thousand volumes and ample accommodation for two hundred and twenty readers.

EXPENSES.

Tuition (an annual fee of \$100) is free to students with state scholarships. The cost of living in Ithaca, including board, room, fuel, and lights, varies from \$4 to \$10 per week.

FELLOWSHIPS AND SCHOLARSHIPS.

For the encouragement of higher studies and research in every branch represented by the School of Philosophy, there have been established for award to distinguished graduates of this and other Universities six graduate scholarships of the annual value of \$300 each, and three fellowships of the annual value of \$500 each, both scholarships and fellowships being tenable for one year, but subject to renewal in exceptional cases. The graduate scholarships are intended for college graduates who, during their undergraduate course or subsequently, have given evidence of special attainments in any department of Philosophy. The fellowships will ordinarily be awarded to those who have already distinguished themselves as scholars. The appointment of scholars and fellows for the ensuing year will be made by the 1st of June, 1894.

Applications, which must be sent in not later than the 25th of May, should be addressed to the Registrar, Cornell University, Ithaca, N. Y.

The application of the candidate for a scholarship or a fellowship should contain a full statement of the branches of study he intends to pursue, if appointed ; and if he has produced any article that could be put in evidence for him, a copy should accompany his application. Those candidates who are graduates of other colleges or universities than Cornell, should submit recommendations from the instructors best acquainted with their ability and attainments. It should be borne in mind by such applicants that information cannot be too exact or full in the case of students not personally known to the appointing body. The list of applicants is large, and the Faculty desires to be aided in every way in making its selections.

DEGREES.

I. The degree of Master of Arts, Master of Philosophy, Master of Letters, or Master of Science is conferred on those who have taken the corresponding baccalaureate degree here, or at some other college or university where the requirements for that degree are equal to those of this University, on the following conditions :

Candidates must spend at least one year at this University in pursuance of an accepted course of study. They must present a satisfactory thesis and pass a satisfactory examination on the major and minor subjects chosen for the degree.

II. The degree of Doctor of Philosophy is conferred on graduates of this university, and of other universities and colleges whose requirements for the baccalaureate degree are equal to those of this University, on the following conditions :

1. In order to become a candidate, the applicant must have pursued a course of study equal to that required for graduation in this University with the A.B. or Ph.B. degree.

2. The candidate must spend at least two years at the University pursuing a course of study marked out by the Faculty. In exceptional cases a year of graduate work in a university elsewhere may, by a special vote of the Faculty, be accepted in place of a year's work in this University.

3. The candidate must present a thesis of such a character as shall display power of original and independent investigation, and must pass the requisite final examinations on one major and two minor subjects.

4. Of the three subjects offered for the degree of Doctor of Philosophy, it is recommended that one (minor) be chosen from a department *other than the Sage School.*

5. Candidates for advanced degrees may select as their major subject any of the following :—

- α. Philosophy, with special reference to Ethics.
- β. Philosophy, with special reference to Logic and Metaphysics.
- γ. Psychology.
- δ. Historical and Psychological Pedagogy.
- ε. The History of Religion and the History of Philosophy.

6. Candidates for advanced degrees may select as their first minor subject any one of the following which is not identical with, or included in, the major :—

- α. Ethics.
- β. Psychology.
- γ. Logic and Epistemology.
- δ. History of Philosophy.
- ε. The History and Philosophy of Religion.
- ζ. Historical and Psychological Pedagogy.
- η. Greek Philosophy.

SUMMER SCHOOL.

Philosophical courses are given in the Summer School from July 6th to August 16th. For details as to these courses see the University Register, or address, Professor O. F. Emerson, 34 Stewart Avenue, Ithaca, N. Y.

TEACHERS.

Institutions desiring teachers of Philosophy are invited to correspond with the Dean of the School.

[For information in regard to other departments, see the University Register, which will be sent on application to the Registrar, Cornell University, Ithaca, N. Y.]

CORNELL UNIVERSITY

COURSES OF INSTRUCTION

IN THE

SAGE SCHOOL OF PHILOSOPHY

1895-96

ITHACA, N. Y.
PUBLISHED BY THE UNIVERSITY
1895

FACULTY
OF THE
SAGE SCHOOL OF PHILOSOPHY.

JACOB GOULD SCHURMAN, A.M. (*London*), D.Sc. (*Edinburgh*),
LL.D. (*Columbia*), *Professor of Philosophy*, DEAN.

SAMUEL GARDNER WILLIAMS, A.B. (*Hamilton*), Ph.D. (*Hamilton*), *Professor of Pedagogy*.

THE REV. CHARLES MELLEN TYLER, A.M. (*Yale*), D.D. (*Yale*),
Professor of the History and Philosophy of Religion and of Christian Ethics.

JAMES EDWIN CREIGHTON, A.B. (*Dalhousie*), Ph.D. (*Cornell*),
Associate Professor of Modern Philosophy.

WILLIAM ALEXANDER HAMMOND, A.B. (*Harvard*), Ph.D.
(*Leipzig*), *Assistant Professor of Ancient and Mediæval Philosophy*.

EDWARD BRADFORD TITCHENER, A.M. (*Oxford*), Ph.D. (*Leipzig*),
Assistant Professor of Psychology, with Direction of the Psychological Laboratory.

ERNEST ALBEE, A.B. (*Univ. of Vermont*), Ph.D. (*Cornell*),
Instructor in Psychology and the History of Philosophy.

FERDINAND CANNING SCOTT SCHILLER, A.M. (*Oxford*),
Instructor in Logic and Metaphysics.

DAVID IRONS, A.M. (*St. Andrew's*), Ph.D. (*Cornell*), *Lecturer in Philosophy*.

WALTER BOWERS PILLSBURY, A.B. (*Univ. of Nebraska*), *Assistant in Psychology*.

CHARLES GRAY WAGNER, A.B. (*Cornell*), M.D. (*College of Physicians and Surgeons, N. Y.*), *Superintendent of the Binghamton State Hospital, Binghamton, N. Y.*, *Special Lecturer on Mental Diseases*.

ADVANCED DEGREES CONFERRED IN 1894.

DOCTORS OF PHILOSOPHY.

- Albee, E., A.B., *Instructor in Psychology and the History of Philosophy, Cornell Univ.*
 Elkin, W. B., A.B., *Professor of Philosophy, Colgate Univ.*
 Hannum, Louise, B.S., *Assistant, Wellesley College.*
 Irons, D., A.M., *Lecturer in Philosophy, Cornell Univ.*
 Leighton, J. A., A.B., *Student of Theology, Episcopal Theo. School, Cambridge, Mass.*
 Taylor, T. W., A.M., *Winnipeg, Manitoba.*
 Washburn, Margaret F., A.M., *Professor of Psychology, Wells College.*
 Watanabe, Ph.M., *Tokio, Japan.*

GRADUATE STUDENTS

PURSUING STUDIES IN THE SAGE SCHOOL OF PHILOSOPHY FOR AN ADVANCED DEGREE.

- †Beatty, A.—A.B., Toronto Univ., 1893, Ph.D.
 *Brown, J. F.—Ph.B., Earlham College, 1889, Ph.D.
 *Cogswell, G.A.—A.B., Dalhousie College, 1890, Ph.D.
 †Durand, E. D.—A.B., Oberlin College, 1893, Ph.D.
 Findlay, J.—A.B., Queen's Univ., Kingston, 1887, A.M., 1888 . Ph.D.
 Hamlin, Alice Julia—A.B., Wellesley College, 1893, Ph.D.
 †Hill, A. R.—A.B., Dalhousie College, 1892, Ph.D.
 †Hinman, E. L.—A.B., Cornell Univ., 1892, Ph.D.
 *Howe, H. C.—B.L., Cornell Univ., 1893, Ph.D.
 Kellogg, R. J.—A.B., Cornell Univ., 1891, Ph.D.
 Lang, S.—A.B., Univ. of Manitoba, 1891, Ph.D.
 Lighty, W. H.—Ph.B., Cornell Univ., 1894, Ph.M.
 Lingle, T. W.—A.B., Davidson College, 1893, Ph.D.
 †MacVannel, J. A.—A.B., Toronto Univ., 1893, Ph.D.
 *Major, D. R.—B.S., Wabash College, 1890, Ph.D.
 Muir, Ethel—B.L., Dalhousie College, 1891, M.L., 1893, . . . Ph.D.
 †Parker, Ada Belle—Ph.B., Syracuse Univ., 1893, Ph.M., 1894, . Ph.D.
 *Pillsbury, W. B.—A.B., Univ., of Nebraska, 1892, Ph.D.
 †Read, M. S.—A.B., Acadia University, 1891, Ph.D.
 Russell, F. D.—A.B., Cornell Univ., 1890, A.M.
 Schiller, F. C. S.—A.B., Oxford, Eng., 1886, A.M., 1891, . . . Ph.D.
 Talbot, Ellen Bliss—A.B., Ohio State Univ., 1890, Ph.D.

† *Fellows.*

* *Graduate Scholars.*

† *Taking a 'minor' subject in Philosophy.*

FOUNDATION OF THE SCHOOL.

The department of Philosophy is known as "THE SUSAN LINN SAGE SCHOOL OF PHILOSOPHY." This School owes its existence to the generosity of the Hon. Henry W. Sage, Chairman of the Board of Trustees. At a meeting of the Board, held on Oct. 22d, 1890, Mr. Sage signified his intention of adding to the endowment of the Susan Linn Sage Philosophical Professorship, which he had established in 1886 in memory of his wife, a further gift of \$200,000 to the department of Philosophy. His object was to provide permanently at Cornell University for philosophical instruction and investigation of the most varied kind and of the highest order. To that end he stipulated that the Trustees should, whenever it was needed, supplement the proceeds of his endowments with appropriations from the general funds of the University. The gift was made, and the legislation went into effect, in September, 1891.

ITS OBJECTS.

The School is devoted to the free and unhampered quest and propagation of truth in regard to all those questions of human inquiry which are embraced by Logic, Psychology, Ethics, Pedagogics, Metaphysics, and the History and Philosophy of Religion. The evils of emphasizing certain portions of Philosophy to the practical exclusion of others, have become very apparent, though the advantages of specialization cannot be overestimated. It is the aim of this School to secure both comprehensiveness and thoroughness. All sides of Philosophy will be represented, and every method of discovering truth—observation, experiment, historical investigation, reflection, and speculation—will be welcome within its appropriate domain. To make the advantages of the School more acceptable, scholarships and fellowships have been established, which are open to graduates of this and other universities. See under Fellowships and Scholarships, p. 21.

COURSES OF STUDY.

Of the following courses of study, Course 2 is required of all sophomores except those in the technical departments; the remaining courses are elective. These have been grouped with reference to the several University classes—Sophomores, Juniors, Seniors, and Graduates—and their presumable preparation for the work indicated. No ideal scheme will, however, be applicable to all cases, and the student in making his selection should consider both his actual attainments and his future plans, and in all cases of doubt, consult with the professors and instructors.

I. INTRODUCTORY COURSE.

1. **General Introduction to the Study of Philosophy.** Lectures. F., 12. *Introductory Lecture and Ethics*: PROFESSOR SCHURMAN; *The Philosophy of Religion*: PROFESSOR TYLER; *Modern Philosophy*: ASSOCIATE PROFESSOR CREIGHTON; *Ancient Philosophy*: ASSISTANT PROFESSOR HAMMOND; *Psychology and Aesthetics*: ASSISTANT PROFESSOR TITCHENER.

The plan in this course is to give a general outline of the main philosophical disciplines. The lectures will describe in a simple and non-technical way the leading facts and historical problems with which philosophy has to do. The course does not presuppose any acquaintance with philosophical literature or terminology, and may be taken by any student in the University.

II. REQUIRED COURSE FOR SOPHOMORES.

2. **Physiology, Psychology, Logic.** Three hours a week. Physiology, Fall Term. Lectures, in two sections, T., Th., 10, 11, and practicums and demonstrations in four sections, Th., F., 2-4, S., 9-11, 11-1. PROFESSOR WILDER. Psychology, Winter Term. Lectures, Th., S., 11. ASSISTANT PROFESSOR TITCHENER. Recitations, in sections, at hours to be arranged. DR. ALBEE and MR. SCHILLER. Logic, Spring Term. Lectures, Th., S., 11. ASSOCIATE PROFESSOR CREIGHTON. Recitations as in Psychology. DR. ALBEE and MR. SCHILLER.

In Physiology most of the course is devoted to the structure and functions of the brain; numerous preparations, models, and diagrams of the human organ are employed, but great stress is laid upon the study by the class of sheep's brains variously prepared to exhibit all the important parts and features; drawings of these are also made by the students. The functions of the brain and spinal cord are illustrated by painless experiments upon the frog and cat.

On the completion of this course at Christmas, Psychology is taken up for the Winter Term. Twice a week the whole class meets for lectures on Psychology by Professor Titchener, whose aim is at once to give an outline of what is established in the subject, and to remove obstacles from the path of beginners in mental science. For the remaining exercise, the class is divided into sections, a recitation being required weekly on Murray's *Handbook of Psychology*, in connection with the lectures.

During the Spring Term Logic will be treated in the same way, by means of two lectures by Professor Creighton, and one weekly recitation in sections. The text-book used will be Jevons' *Elementary Les-*

sions in Logic, and the solution of logical problems will form an important part of the class-work during the recitation hour.

In the sections, the instructors will give individual attention to all members of the class, who are expected and invited freely to make known their difficulties. The entire course in Physiology, Psychology, and Logic is intended to be an introduction to Philosophy through its simplest disciplines, and from the objective, as well as the subjective, point of view.

III. COURSES PRIMARILY FOR JUNIORS AND SENIORS.

3. **Experimental Psychology.** Lectures and Laboratory Work. Th., 9 and two hours, morning or afternoon, to be arranged. ASSISTANT PROFESSOR TITCHENER and MR. PILLSBURY.

The course will consist of three parts. (1) A drill-course in the psychology of sensation. From this the student will gain acquaintance with the most elementary mental processes, and facility in the handling of instruments of precision. (2) A drill-course in the psychophysics of action (reaction-time experiments). This will afford training in introspection, and in the control and rapid adjustment of the attention: thus doing for the mind what the previous part, regarded in its second aspect, does for the muscles. (3) Lectures on the psychophysical measurement-methods, with experimental illustrations and exercises. The latter will, in some cases, consist in the original investigation by the student of simple psychological problems.

The course is complete in itself, and may therefore be taken by those who desire to go farther than Course 2, but have no wish to make a special study of psychology. It will naturally be useful also to those who intend to graduate with a psychological thesis, as a preliminary to the systematic work of Course 13. Sanford's *Laboratory Course* will probably be used as a text-book by the class.

4. [**History of Ancient and Mediæval Philosophy.** Lectures and text-book. T., Th., 10. ASSISTANT PROFESSOR HAMMOND.]

This course, given in 1894-95, will be repeated in 1896-97.

5. **History of Philosophy.** Lectures, prescribed reading, and occasional essays. M., W., F., 10. ASSOCIATE PROFESSOR CREIGHTON.

The lectures of this course will give a general account of the history of philosophical speculation from its origin among the Greeks to the present time. An attempt will be made to present the various philosophical systems in their relation to the science and general civilization of the ages to which they severally belong, and to estimate their social and political significance. After a rapid survey of philosophy

during the Greek, Roman, and Mediæval periods, the greater part of the year will be devoted to the theories and problems of modern speculation. Among English philosophers, special attention will be given to Berkeley, and his *Principles of Human Knowledge* will be made the subject of detailed study and critical discussion by the class. It is proposed to give considerable time during the latter part of the course to a consideration of the speculative problems of the present century, and especially to an examination of the philosophical meaning and importance of the notion of Evolution or Development. Reading will be assigned from time to time, but there will be no class text-book.

6. **Ethics.** Lectures, discussions, and text-book study. T., Th., 11
PROFESSOR SCHURMAN.

An elementary course giving the facts of the moral life of man, savage and barbarous as well as civilized; the philosophical interpretation of these facts in the light of an historico-critical survey of previous ethical theories, ancient and modern (especially evolutionary); and the application of the principles thus established to the regulation of life,—individual, moral, and social. There is no recitation from a text book, but students are required to master Murray's *Introduction to Ethics* and select portions of the ethical writings of Sidgwick, Martineau, and Spencer.

7. **History of Religions.** M., W., 12. PROFESSOR TYLER.

These lectures will be given in two courses, one hour each. They may be taken separately. The course on Mondays will deal with Primitive Religion, the origin of religious ideas, cults, and rites of Syro-Arabic and other peoples. De La Saussaye's *Manual of the Science of Religion* will be used as text-book. The course on Wednesdays will deal with Comparative History of Religion: the Religions of India, Egypt, Greece, and Rome. The hour may be changed from 12 to 3 P.M., if the class prefer.

8. **The Institutes of Education.** Lectures. M., W., F., 2. PROFESSOR WILLIAMS.

In this course education is treated first as to its aims, its principles, and its means, from the standpoint of the physical, intellectual, and moral nature of man. From this treatment is deduced a philosophy of method, which, applied first to the four great groups into which school subjects may be assembled, is then illustrated fully by a sufficient number of special branches. In connection with this, the various operations of the class-room are discussed, the conduct of recitations, the art of questioning, of exposition, and of illustration, and the mode of examining. Course 2, or its equivalent, is required for entrance on this course.

9. **The Politics of Aristotle, with an introductory survey of political theories amongst Aristotle's Contemporaries.** Lectures and prescribed reading. S., 10. ASSISTANT PROFESSOR HAMMOND.

The introductory lectures of this course will be devoted to a general review of the leading political theories amongst the Greeks, and more particularly to the ethical import of Politics in the philosophies of Plato and Aristotle. The treatise of Aristotle on Politics in an English translation will be read by the class and made the subject of detailed and critical study. Welldon's translation is recommended (Macmillan & Co., New York).

Reading Courses :—

10. **The Dialogues of Plato : the Republic and Theætetus in the Original Text.** M., W., F., 10. ASSISTANT PROFESSOR HAMMOND.

This course is intended for students of Greek Literature as well as of Greek Philosophy. The dialogues above named will be read rapidly through, attention being directed both to matter and form. Members of the class will be required to prepare, from time to time, essays on themes connected with the work in hand. The Teubner text is recommended, and Pater's *Plato and Platonism* (published by Macmillan & Co., New York) will be used as a commentary.

11. **Reading of Psychology, in French, German or Italian.** T., 9. ASSISTANT PROFESSOR TITCHENER or MR. PILLSBURY.

The aim of this course is to introduce students to the terminology and literature of foreign psychology. The books that have been already used in the course are : Wundt's *Essays*, Fechner's *Elemente der Psychophysik*, Ribot's *Psychologie de l'attention*, and Sergi's *Principi di Psicologia*.

12. **Rapid Reading of German Philosophy.** Th., 10, MR. SCHILLER.

The primary aim of this course is to render the students assistance in gaining a knowledge of German philosophical terms. Kuno Fischer's *Geschichte der neueren Philosophie*, vol. I, will be translated and discussed in class.

IV. COURSES PRIMARILY FOR SENIORS AND GRADUATES.

13. **Systematic Psychology.** Lectures, essays, and experimental illustrations. M., W., F., 9. ASSISTANT PROFESSOR TITCHENER.

The object of the course is twofold : to give the student a complete,

if tentative, system of psychology, based upon the results of the experimental investigation of consciousness; and at the same time, by copious reference to rival theories, to orientate him in experimental psychological literature. The system presented is in many points similar to that of Külpe's *Grundriss der Psychologie*; but differs from this widely as regards the doctrine of conation with its derivative processes, and the use made of the concept of fusion.

Essays will be written by the class on psychological questions. The most valuable of these may be published: three have already appeared in *Mind* and *The Philosophical Review*. There will be no text book, but members of the class will be expected to be familiar with Wundt's *Human and Animal Psychology* and Sully's *Human Mind*.

The course may be taken by any student who has had courses 2 and 3, or their equivalents. It must be taken by all those who undertake advanced work in the psychological laboratory (cf. 35, below). It will also be found useful by teachers, as a basis for work in pedagogy.

14. **Visual Space-perception.** M., II. MR. PILLSBURY.

Lectures and conferences upon the problems of the Horopter, of the visual perception of the third dimension, of optical illusions, etc.

15. **[History of Psychology.** One hour. ASSISTANT PROFESSOR TITCHENER.]

16. **[Mental Pathology; Sleep and Dreams, Hypnosis, Mental Derangement.** One hour. ASSISTANT PROFESSOR TITCHENER.]

17. **History of Aesthetics.** One hour. ASSISTANT PROFESSOR TITCHENER.

One of these three courses (15-17) is given each year, the succession being in the above order. The History of Psychology will be repeated in 1896-7.

18. **Mental Derangement.** Spring Term. One hour. DR. WAGNER.

19. **[The Critical Philosophy of Kant.** Two hours a week. ASSOCIATE PROFESSOR CREIGHTON.]

This course, given in 1894-95, will henceforth alternate with 20.

20. **[Post-Kantian Idealism.** The philosophies of Fichte, Schelling, and Hegel. Two hours a week. ASSOCIATE PROFESSOR CREIGHTON.]

This course will be repeated in 1896-97.

21. **Logical Theory.** T., Th., 3. ASSOCIATE PROFESSOR CREIGHTON.

This course will offer direction to advanced students in studying the recent contributions to logical theory by such writers as Lotze, Sig-

wart, and Wundt in Germany, and Bradley and Bosanquet in England. There will be no formal lectures, but the class work will consist of reports by the students upon prescribed reading from the works of the authors above mentioned, and by an attempt, under the guidance of the professor, to compare and critically estimate the value of the various theories thus presented. A carefully prepared paper, dealing exhaustively with some particular problem growing out of the class work, will be required at the end of each term.

22. Leibniz's Philosophical Works, Hume's Treatise of Human Nature, and Kant's Critique of Pure Reason. Recitations, discussions, and essays. T., Th., S., 12. DR. ALBEE.

The design of this course is to prepare juniors and seniors, and graduate students who have not had a similar course, for more advanced work in Philosophy. The works above mentioned will be read and discussed with the class, the object being to lead the students fully to understand them and sympathetically to estimate their value. Special subjects will be assigned to the members of the class, and essays will be required at the end of each term. The text-books used will be Leibniz's *Philosophical Works* (Duncan's translation, Tuttle, Morehouse, & Taylor, New Haven), Hume's *Treatise of Human Nature* (Clarendon Press), and Kant's *Critique of Pure Reason* (Müller's translation, Macmillan & Co., New York). This course is open only to students who have taken, or are taking, course 5 or an equivalent.

23. Spinoza's Ethics. Recitations, discussions, and essays. Fall Term. T., Th., S., 11. DR. ALBEE.

This course will be given during the Fall Term only. It will be supplementary to course 22, but will not necessarily presuppose the latter, the requirements for admission to the two courses being the same. The relation of Spinoza's earlier works to the *Ethics* will be shown, and the *Essay on the Improvement of the Understanding* discussed in class, as being the natural introduction to the *Ethics*. The major part of the work of the course, however, will consist in the careful study of the *Ethics*. The translation by R. H. M. Elwes (Bohn Library) will be used. At least one essay will be required of each member of the class by the end of the term.

24. Ethics (advanced): Types of Ethical Theory. Discussions and essays, with occasional lectures. M., W., 12. DR. ALBEE.

This course is open only to those who have completed course 6, or its equivalent. Each term will be devoted to the study of at least one ethical work of historic importance, representing a recognized 'type' of ethical theory. The Fall and Winter Terms will be spent in the study of Utilitarian and Evolutionary Ethics, as represented by Paley's

Principles of Moral and Political Philosophy (Bks. i-iv), Bentham's *Principles of Morals and Legislation* (Chs. i-xii), J. S. Mill's *Utilitarianism*, and Spencer's *Data of Ethics and Justice*; while the whole of the Spring Term will be given to a careful study of Kant's *Critique of Practical Reason*. Constant references will be made to current ethical literature, but the primary object of the course will be to give the student a real familiarity with the representative works above named. Essays, at proper intervals, will be required of all members of the class, and these, if satisfactory, will be accepted in lieu of examinations.

25. [**History of English Utilitarianism from Cumberland to Sidgwick.** Lectures. Two hours. DR. ALBEE.]

This course, given in 1894-95, will not be repeated until 1896-97.

26. [**The Philosophy of Evolutionism, with special reference to Spencer's Synthetic Philosophy.** Lectures and essays. T., Th., S., 11. MR. SCHILLER.]

This course, given in 1894-95, will not be repeated until 1896-97.

27. **German Pessimism, with special reference to Schopenhauer and E. von Hartmann.** Lectures and occasional essays. T., S., 10. MR. SCHILLER.

This will be mainly a lecture course, in which attention will be directed rather to the ethical import and social significance of the outburst of Pessimism in this century than to the technical details of pessimist philosophies. In connection with this course students will be expected to read Schopenhauer's *World as Will and Idea*, and v. Hartmann's *Philosophy of the Unconscious* (translations of both published by Trübner & Co.), but the subject will also be illustrated by references to the minor writings of these philosophers and to the minor writers on pessimism.

28. **Modern Realism.** Lotze's *Metaphysics* in connection with Leibniz and Herbart. Lectures, discussions, and essays. M., W., F., 10. MR. SCHILLER.

This course is intended to give students a thorough acquaintance with modern metaphysical problems, as expounded in Lotze's *Metaphysics*. Lotze's views will be treated in their historical dependence on those of Leibniz and Herbart, and during the Fall term Herbart's *Allgemeine Metaphysik* will be studied and discussed. Lotze's *Metaphysics* will then be taken up and studied, with reference, where necessary, to passages in the *Microcosm*, *Outlines of Philosophy of Religion*, *Psychology*, etc., bearing on the subject. The following books will be required: Herbart, *Allgemeine Metaphysik* (Works, vol. 8, ed. Kehrbach), and Lotze's *Metaphysics* (Clarendon Press translation).

29. Recent Metaphysical Theories. W., 11. DR. IRONS.

It is proposed to give some account of the rise of 'Hegeliaism' in England and of the revolt from this school on the part of some contemporary philosophical writers. Mr. Bradley's book *Appearance and Reality* will be discussed at length, its relation to previous metaphysical movements being kept in view. Finally an attempt will be made to ascertain how far 'Hegelians' and the 'critics' of Hegelianism have influenced each other, and thus to estimate the significance of recent discussions for the development of metaphysical theory.

30. Christian Ethics. Lectures. Th., 12. PROFESSOR TYLER.

In the early part of the year the lectures of this course will be devoted to a discussion of the Christian ideal of the worth of life as contrasted with the ideals given by Sociology, Utilitarianism, Aestheticism, Optimism, and Culture. The individualistic applications of Christian Ethics will then be considered, and the personal virtues, virtues of veracity, self-control, honor, etc., will be discussed. During the Spring term, the lectures of the course will treat of the bearing of Christian Ethics upon Social Relations, the duties of Friendship, Riches and Poverty, Masters and Servants, Public Opinion, the Press, Incivism, and kindred topics.

31. Philosophy of Religion. (a) Discussions and essays. Th., 4-6. (b) Lecture. One hour a week, to be arranged. PROFESSOR TYLER.

In section (a) Martineau's *Study of Religion* and Lotze's *Outlines of the Philosophy of Religion* will be made the basis of work. Pfleiderer, Max Müller, Reville, and other writers will be consulted. In section (b) the grounds of religious belief—Metaphysical, Ethical, Aesthetical, and Spiritual—will be treated in as popular a style as the nature of the subject will permit.

32. School Supervision. Lectures. Third Term. W., 3. PROFESSOR WILLIAMS.

This course is devoted to the organization, classification, management, and supervision of schools, the arrangement of courses of study, school buildings and appliances, school hygiene, and school economy. It should be preceded by course 8.

33. Pedagogical Conference. Th., 3-5. PROFESSOR WILLIAMS.

This course, which is intended as an auxiliary to course 8, can be taken only by those who have pursued, or are pursuing, that course. The work consists, in part, of a visitation of schools, with criticisms and discussion of their spirit and methods; in part, of the preparation of plans for teaching certain branches; in part, also, of the investigation

of educational subjects and national systems, with the preparation of extended reports embodying results.

34. The History of Education. Lectures. T., Th., 2. PROFESSOR WILLIAMS.

In this course the history of education is treated as a vital part of the history of civilization, and with reference to the ideals by which the life, as well as the education, of nations has been controlled; the educational views of eminent writers of ancient and modern times are carefully analyzed and compared; the lives, services, and experiments of noteworthy teachers are discussed; and through all these means an attempt is made to approach the philosophy of education on the historic side. It is essential for success in this course that the student should have a fair knowledge of general history, and it has not generally been found expedient to undertake it earlier than the senior year.

V. SEMINARIES.

35. Seminary for Experimental Psychology, and Advanced Laboratory Work. Afternoons, except S., 2-5; F., 10-12. ASSISTANT PROFESSOR TITCHENER and MR. PILLSBURY.

(a) *Graduate Section.*—The seminary will meet weekly (F.) for the critical and historical discussion of psychological questions. These will, for the most part, be chosen with reference to the thesis-subjects for advanced degrees, which are occupying the student in the psychological laboratory during the afternoon hours. Reports of progress will be presented by the leaders of research-groups, and criticism and suggestion invited from investigators concerned with other problems than that immediately before the seminary.

(b) *Undergraduate Section.*—This will be conducted in connection with a course of Laboratory work in Psychology for Seniors. Thesis problems will be chosen to suit the inclination and attainment of students. The professor or his assistant will take constant part in all investigations in progress.

36. Seminary in Ancient and Mediæval Philosophy. Two hours a week. ASSISTANT PROFESSOR HAMMOND.

(a) *Graduate Section.*—Aristotle's *De Anima* will be made the basis of work. Members of the Seminary will, however, be expected to acquaint themselves during the year with other parts of Aristotle's system in translations and expositions. Special themes growing out of the Psychology will be selected by, or assigned to, members of the Seminary, and informal reports thereon will be made from time to time during the year. The results of these reports and discussions of matter and method will, before the end of the year, be set forth in a

formal paper representing the student's research on the special topic. The *De Anima* will be read in Biehl's edition (published by Teubner). Wallace's edition of the *Psychology* (Macmillan & Co., New York) is also recommended to the use of members of the Seminary.

(b) *Undergraduate Section*.—Students who are writing theses for their bachelor's degree on subjects in Ancient or Mediæval Philosophy, meet in this section for the reading and discussion of materials and for the criticism of method.

37. **Seminary in Modern Philosophy.** Two hours a week. ASSOCIATE PROFESSOR CREIGHTON, DR. ALBEE, and MR. SCHILLER.

(a) *Graduate Section*.—The object of this, as of the undergraduate, section will be to assist and direct students in original research. Subjects of investigation will be chosen by members of the Seminary at the beginning of the year, or suggested by the instructors. The work must, of course, be mainly carried on by the individual student outside of the class-room. At the weekly meetings, however, members of the Seminary will report the progress of their work, and their methods and results will be freely discussed by instructors and students.

(b) *Undergraduate Section*.—The nature of the investigations undertaken in this section will be such as may be completed in a single year. The method of conducting the work will be the same as that described above. Before the end of the year, however, the preliminary reports must be embodied in a carefully prepared thesis and submitted for approval. The hours for both sections will be hereafter arranged.

38. **Ethical Seminary.** Two hours a week. PROFESSOR SCHURMAN.

(a) *Graduate Section*.—This course is intended for the guidance of graduates, who have had the necessary training, in independent research. There will be no lectures. Topics will be assigned to the different members of the class, or, still better, proposed by themselves, and appropriate courses of reading and lines of inquiry will be marked out by the professor. At the weekly meetings reports will be made of work done, and these will be open to the comment and criticism of the class and the professor. Before the completion of the Fall Term each student will be required to begin the organization of his material into a thesis, which, at the end of the year, will be submitted to the professor for approval.

(b) *Undergraduate Section*.

In this section guidance will be given to seniors who are preparing graduating theses on ethical subjects.

39. Pedagogical Seminary. Two hours a week. PROFESSOR WILLIAMS.

(a) *Graduate Section.*—This course is intended to afford to those who have pursued course 8 with success, and who have a ready command of German, an opportunity to examine critically certain approved works of German pedagogy. The ideas gained by the members of the class from their work will be freely discussed at the weekly meetings, and papers will be called for on topics thus suggested.

(b) *Undergraduate Section.*—The work in this section, which is intended for seniors who are preparing theses for their bachelor's degree on pedagogical subjects, consists in the suggestion of sources, the discussion and criticism of materials, and reports on the progress of work.

40. Seminary for the History and Philosophy of Religion. Two hours a week. PROFESSOR TYLER.

(a) *Graduate Section.*—In this course graduate students who have undertaken theses on the History or Philosophy of Religion, will be assisted in the work of investigation.

(b) *Undergraduate Section.*—In this section members of the senior class who are writing theses on problems within the domain of the above seminary, are assisted and directed in the development of their work.

RELATED COURSES.

In addition to the foregoing courses, which are given by the Faculty of the Sage School of Philosophy, students are free to select any of the courses given in other departments of the University. Special attention will be directed to the following:

1. Neurology. Spring Term. PROFESSOR WILDER and DR. FISH.
(See the *University Register* under Physiology and Vertebrate Zoology, Course 3.)
2. An Introduction to the study of History. One hour. PROFESSOR BURN. This course discusses the methods and scope of History and treats of the Philosophy of History so far as is necessary to justify the aims and processes of the historian. (See under History, Course 8.)
3. Social Science or Practical Ethics. Two hours. ASSOCIATE PROFESSOR WILLCOX. An elementary course in certain social problems, with an introduction on Anthropology. (See under Political Science and History, Course 41.)
4. Sociology. Two hours. ASSOCIATE PROFESSOR WILLCOX. A seminary course, in which one or more standard treatises on

this subject will be read. Open to all students who have taken either the preceding course or related courses in Philosophy. (See under History and Political Science, Course 43.)

5. Statistics. With special reference to vital and moral statistics. Two hours. ASSOCIATE PROFESSOR WILLCOX. (See under Political Economy, Course 24.)

6. Application of Mathematical Methods to Sociological Problems. PROFESSOR OLIVER. (See under Mathematics, Course 39.)

The attention of students of Philosophy is further directed to the courses on the Higher Literature of Greece and Germany, Roman Law and International Law, Biology, Chemical Philosophy, Physics, Mathematics, History and Political Science, and on the private, political, and religious Life and Institutions of the Hindus, Greeks, and Romans. The professors of Philosophy will be glad to advise their students in the selection of related subjects.

PHILOSOPHICAL CLUB.

The membership of the Philosophical Club is composed of Graduate Students in the Sage School of Philosophy and of Undergraduates elected by them. Its function is to promote acquaintance and good-fellowship amongst the students of Philosophy in the University, and to provide an organization for the presentation of papers and the discussion of philosophical problems of present interest.

THE PSYCHOLOGICAL LABORATORY.

The Psychological Laboratory consists at present of a suite of six rooms, occupying the whole of the third floor of the south wing of White Hall. Every room is connected with every other by an elaborate system of telegraph wires; so that two or more rooms can be employed in a single investigation, in accordance with the plan followed at the Leipsic Institute. Room I (19 × 22 ft., lighted from the east and south, accessible from the corridor and from Room II) contains the acoustic apparatus of the Laboratory. It is connected by an acoustic tube with Room V. Room II (19 × 23 ft., lighted from the south and west, accessible from the corridor, and from Rooms I and III) contains the remaining apparatus, with the exception of the optical. Room III (accessible from Rooms II and IV, and from the corridor) is the Professor's office. It contains his private library, books of which are always at the disposal of students. Room IV (lighted from the west, accessible from Rooms III and V) is fitted up as workshop and store-room. Room V (accessible from IV and VI) is a dark chamber, within which stands a smaller, movable chamber, capable of being still further darkened. The ventilation

of the chamber is so contrived that no light enters through the air-shafts. Room VI (19 X 25 ft., lighted from the east, accessible from the corridor and from Room V) contains the optical apparatus.

For chronometrical experiments, Rooms II and VI are paired; the former serving as reacting, the latter as registering room. For acoustic work, Rooms I and V are similarly paired. Research-work is for the most part confined to Rooms I, II and V; VI being reserved for demonstrations, and for the building-up and testing of apparatus, previously to its actual use.

Room I is furnished with two instrument-cases and a work-table; Room II with one case, two specially finished work-tables, and a small store-closet; Room III with a bench, a large store-closet, and a closet containing battery-cells; Room IV with the movable chamber mentioned above, shelves, and a work-table,—all blackened; and Room VI with two specially finished work-tables, a draughting table, two instrument cases, two diagram cases, and a side-table intended to carry the hammer controlling the Hipp Chronoscope. All rooms are supplied with gas and electric lights; Rooms IV and V with water.

A full inventory of apparatus which is in preparation, and which will be furnished upon application, will indicate the present resources of the laboratory. It is unusually well provided with acoustic apparatus; while it is also adequately equipped with the instruments necessary in other lines of research. The equipment is undergoing continual improvement, and apparatus needed for special work is at once procured. The professor and his assistant take part in all investigations in progress.

THE SEMINARY ROOM.

An adequately furnished and commodious room has been set apart in the Library Building for the exclusive use of advanced students in Philosophy. It is provided with a well-selected library containing lexica and other books of reference, philosophical journals, and the more important works in the several branches of Philosophy. This special library of Philosophy is being constantly enlarged, and books not already on the shelves, when required by students for the prosecution of their work, are ordered at once.

THE PHILOSOPHICAL REVIEW.

Besides instruction and investigation, the School of Philosophy undertakes also the work of publication. Under the editorship of Professor Schurman and Associate Professor Creighton, with the co-operation of their colleagues in the School, *The Philosophical Review* appears once in two months, each number containing a minimum of

112 pages. A large part of the material of the *Review* is contributed by the professors, instructors, fellows, and graduates in the Sage School of Philosophy. It is found that the *Review*, which stands thus in the closest connection with the School, is a very powerful stimulus to students, whose constant intercourse with the members of the staff who are engaged in writing and planning for it, enables them to keep abreast of current philosophical problems and discussions. The *Review* also furnishes advanced students with a medium of publication. The results of original investigations which have been accepted for doctor's degrees are, in some cases, published in it.

PUBLICATIONS BY THE FACULTY AND STUDENTS OF THE SAGE SCHOOL OF PHILOSOPHY.

FROM JAN. 1, 1894, TO JUNE 1, 1895.

- Albee, Dr. E. : The Ethical System of Richard Cumberland. *Phil. Rev.*, IV, 3.
- Cogswell, G. A. : Attention : Is it Original or Derivative? *Phil. Rev.*, III, 4.
- Creighton, Prof. J. E. : Wundt's *Vorlesungen über Menschen-und Thierseele*, trs., Swan Sonnenschein, 1894; Modern Psychology and Theories of Knowledge, *Phil. Rev.*, III, 2; Professor Fraser's Theory of Human Intelligence, *Phil. Rev.*, IV, 2; *Philosophical Review*, editor.
- Elkin, Dr. W. B. : Relation of Hume's Treatise and Inquiry. *Phil. Rev.*, III, 6.
- Hill, A. R. : Sensorial and Muscular Reactions. *A. J. of Psych.*, VI, 2.
- Howe, H. C. : Mediate Association. *A. J. of Psych.*, VI, 2.
- Irons, Dr. D. : Prof. James' Theory of Emotion. *Mind*, III, No. 9; The Physical Basis of Emotion. A Reply. *Mind*, IV, No. 13. Criticisms of Mr. Bradley's *Appearance and Reality*. *Phil. Rev.*, IV, 2; Descartes and Modern Theories of Emotion, *Phil. Rev.* IV, 3.
- Knox, H. W. : On the Quantitative Determination of an Optical Illusion. *A. J. of Psych.*, VI, 3.
- Leighton, Dr. J. A. : Fichte's Idea of God. *Phil. Rev.*, IV, 2.
- Parrish, Miss C. S. : On the Open and Filled Space Illusion in Passive Touch. *A. J. of Psych.*, IV, 4.
- Schiller, F. C. S. : The Metaphysics of the Time-Process. *Mind*, IV, No. 13.

- Schurman, Prof. J. G. : *Philosophical Review*, *editor*; *School Review*, *editor*; *The Consciousness of Moral Obligation*. *Phil. Rev.*, III, 6; *Agnosticism*, *Phil. Rev.*, IV, 3.
- Talbot, Miss E. B. : *The Doctrine of Conscious Elements*. *Phil. Rev.*, IV, 2.
- Titchener, Prof. E. B. : *The Psychology of 'Relation,' Phil. Rev.*, III, 2; *Affective Attention*, *Phil. Rev.*, III, 4; *Affective Memory*, *Phil. Rev.*, IV, 1; *Apparatus for Cutaneous Stimulation*, *A. J. of Psych.*, VI, 3; *Simple Reactions*, *Mind*, IV, No. 13; *Taste Dreams*, *A. J. of Psych.*, VI, 4; *Psychology, Science*; *Experimental Psychology*, *New York Medical Record*; *Mind*, *editor*; *Wundt's Vorlesungen über Menschen-und Thierseele*, trs., Swan Sonnenschein, 1894.
- Washburn, Dr. M. F. : *Ueber den Einfluss der Gesichtsvorstellungen auf den Raumsinn der Haut*, *Phil. Stud.*, XI, 2; *Apparatus for Cutaneous Stimulation*, *A. J. of Psych.*, VI, 3; *Perception of Distance in the Inverted Landscape*, *Mind*, III, No. 11.
- Watanabe, Dr. R. : *Sensorial and Muscular Reactions*, *A. J. of Psych.*, VI, 2; *Two Points in Reaction-time Experimentation*, *A. J. of Psych.*, VI, 3; *On the Quantitative Determination of an Optical Illusion*, *A. J. of Psych.*, VI, 4.
- Williams, Prof. S. G. : *The Professional Training of Teachers in Colleges*. *Proceedings of the National Educational Association*, July, 1894.

THE LIBRARY.

The University Library contains over one hundred and sixty thousand volumes, besides twenty-eight thousand pamphlets. Graduate students obtain from the Librarian cards of admission, for limited periods, to the shelves in the stack-rooms. The more prominent philosophical journals,—American, English, French, German, and Italian,—are kept on file in the Periodical Room. The income of an endowment of three hundred thousand dollars, the gift of the Hon. Henry W. Sage, is devoted to the increase of the Library, and a fair share of this is employed in supplementing the already extensive philosophical literature on the shelves. The Reading Room, which is open to students daily from 8 A. M. to 9.30 P. M., contains a carefully selected reference library of eight thousand volumes and ample accommodations for two hundred and twenty readers.

EXPENSES.

Tuition (an annual fee of \$100) is free to students with state scholarships. The cost of living in Ithaca, including board, room, fuel, and lights, varies from \$4 to \$10 per week.

FELLOWSHIPS AND SCHOLARSHIPS.

For the encouragement of higher studies, and research in every branch represented by the School of Philosophy, there have been established for award to distinguished graduates of this and other Universities six graduate scholarships of the annual value of \$300 each, and three fellowships of the annual value of \$500 each, both scholarships and fellowships being tenable for one year, but subject to renewal in exceptional cases. The graduate scholarships are intended for college graduates who, during their undergraduate course or subsequently, have given evidence of special attainments in any department of Philosophy. The fellowships will ordinarily be awarded to those who have already distinguished themselves as scholars. The appointment of scholars and fellows for the ensuing year will be made by the 1st of June, 1895. Applications, which must be sent in not later than the 15th of May, should be addressed to the Registrar, Cornell University, Ithaca, N. Y.

The application of the candidate for a scholarship or a fellowship should contain a full statement of the branches of study he intends to pursue, if appointed; and if he has produced any article that could be put in evidence for him, a copy should accompany his application. Those candidates who are graduates of other colleges or universities than Cornell, should submit recommendations from the instructors best acquainted with their ability and attainments. It should be borne in mind by such applicants that information cannot be too exact or full in the case of students not personally known to the appointing body. The list of applicants is large, and the Faculty desires to be aided in every way in making its selection.

DEGREES.

- I. The degree of Master of Arts, Master of Philosophy, Master of Letters, or Master of Science is conferred on those who have taken the corresponding baccalaureate degree here, or at some other college or university where the requirements for that degree are equal to those of this University, on the following conditions:

Candidates must spend at least one year at this University in pursuance of an accepted course of study. They must present a satisfactory thesis and pass a satisfactory examination on the major and minor subjects chosen for the degree.

- II. The degree of Doctor of Philosophy is conferred on graduates of this university, and of other universities and colleges whose requirements for the baccalaureate degree are equal to those of this University, on the following conditions:

1. In order to become a candidate, the applicant must have pursued a course of study equal to that required for graduation in this University with the A. B. or Ph. B. degree.

2. The candidate must spend at least two years at the University pursuing a course of study marked out by the Faculty. In exceptional cases a year of graduate work in a university elsewhere may, by a special vote of the Faculty, be accepted in place of a year's work in this University.

3. The candidate must present a thesis of such a character as shall display power of original and independent investigation, and must pass the requisite final examinations on one major and two minor subjects.

4. Candidates for advanced degrees may select as their major subject any of the following :—

- a. Philosophy, with special reference to Ethics.
- b. Philosophy, with special reference to Logic and Metaphysics.
- c. Psychology.
- d. Historical and Psychological Pedagogy.
- e. The History of Religion and the History of Philosophy.

5. Candidates for advanced degrees may select as their first minor subject any one of the following which is not identical with, or included in, the major :—

- a. Ethics.
- b. Psychology.
- c. Logic and Epistemology.
- d. History of Philosophy.
- e. The History and Philosophy of Religion.
- f. Historical and Psychological Pedagogy.
- g. Greek Philosophy.

SUMMER SCHOOL.

Philosophical courses are given in the Summer School during six weeks of July and August. Courses have been offered in previous years : by Professor Williams, in *Pedagogy*, and the *History of Education* ; by Associate Professor Creighton, in *Psychology*, *Ethics*, and the *History of Philosophy* ; by Assistant Professor Hammond, in the *History of Greek Philosophy*, the *History of Scholastic Philosophy*, *Aristotelianism*, and *Platonism* ; and by Assistant Professor Titchener, in *Systematic Psychology*, *Experimental Psychology*, the *History of Psychology*, *Reading of German Psychology*, *Tonal Fusion*, *Psychological Optics*, and *Nervous Physiology*.

During the present year the session of the school will be from July 8 to August 16. The following courses are offered :

1. *Ethics*. Lectures and prescribed reading. 3 hours. ASSISTANT PROFESSOR HAMMOND.

2. *History of Philosophy*. Lectures and prescribed reading. 5 hours. ASSISTANT PROFESSOR HAMMOND.

3. *Platonism and Aristotelianism*. Lectures. 2 hours. ASSISTANT PROFESSOR HAMMOND.

4. *Aristotle's Nicomachean Ethics*. Readings from the Greek, and Lectures on Aristotle's Moral Philosophy. (At the option of the members of the class Plato's *Republic* may be substituted for the *Nicom. Eth.* 5 hours. ASSISTANT PROFESSOR HAMMOND.

5. *General Course in Advanced Psychology*. 5 hours. ASSISTANT PROFESSOR TITCHENER.

6. *Introduction to Experimental Methods in Psychology*. 1 hour. ASSISTANT PROFESSOR TITCHENER.

7. *Reading of a psychological work in French, German or Italian, for the vocabulary*. 1 hour. ASSISTANT PROFESSOR TITCHENER.

8. *Selected Periods in the History of Psychology*. 1 hour. ASSISTANT PROFESSOR TITCHENER.

9. *Mental Pathology: Sleep and Dreams, Hypnosis, Mental Derangement*. 1 hour. ASSISTANT PROFESSOR TITCHENER.

10. *Nervous Physiology*. 1 hour. ASSISTANT PROFESSOR TITCHENER.

11. *Psychological Optics*. To be arranged. ASSISTANT PROFESSOR TITCHENER.

12. *Psychological Acoustics*. To be arranged. ASSISTANT PROFESSOR TITCHENER.

13. *The chief Psychological Instruments and the Problems which they are fitted to solve. Inspection of Laboratory*. To be arranged. ASSISTANT PROFESSOR TITCHENER.

14. *Laboratory Work, and Investigation of Special Problems*. To be arranged. ASSISTANT PROFESSOR TITCHENER.

For further details as to the Summer School see the University Register, or address Professor O. F. Emerson, 34 Stewart Avenue, Ithaca, N. Y.

TEACHERS.

Institutions desiring teachers of Philosophy are invited to correspond with the Dean of the School.

[For information in regard to other departments, see the *University Register*, which will be sent on application to the Registrar, Cornell University, Ithaca, N. Y.]

CORNELL UNIVERSITY

COURSES OF INSTRUCTION

IN THE

SAGE SCHOOL OF PHILOSOPHY

1896-97

ITHACA, N. Y.

PUBLISHED BY THE UNIVERSITY

1896

FACULTY
OF THE
SAGE SCHOOL OF PHILOSOPHY.

JACOB GOULD SCHURMAN, A.M., D.Sc., LL.D.,
DEAN.

SAMUEL GARDNER WILLIAMS, A.B., Ph.D.,
Professor of Pedagogy.

THE REV. CHARLES MELLEN TYLER, A.M., D.D.,
Professor of the History and Philosophy of Religion and of Christian Ethics.

JAMES EDWIN CREIGHTON, A.B., Ph.D.,
Professor of Logic and Metaphysics.

EDWARD BRADFORD TITCHENER, A.M., Ph.D.,
Professor of Psychology, with Direction of the Psychological Laboratory.

JAMES SETH, A.M.,
Professor of Moral Philosophy.

WILLIAM ALEXANDER HAMMOND, A.M., Ph.D.,
Assistant Professor of Ancient and Mediæval Philosophy.

ERNEST ALBEE, A.B., Ph.D.,
Instructor in Psychology and the History of Philosophy.

FERDINAND CANNING SCOTT SCHILLER, A.M.,
Instructor in Logic and Metaphysics.

DAVID IRONS, A.M., Ph.D.,
Lecturer in Philosophy.

WALTER BOWERS PILLSBURY, A.B.,
Assistant in Psychology.

CHARLES GRAY WAGNER, A.B., M.D.,
Superintendent of the Binghamton State Hospital, Binghamton, N. Y.,
Special Lecturer on Mental Diseases.

ADVANCED DEGREES CONFERRED IN 1895.

DOCTORS OF PHILOSOPHY.

Hill, A. R., A.B., *now Professor of Psychology and Pedagogy at the State Normal School, Oshkosh, Wis.*

Hinman, E. L., A.B., *now Fellow and Tutor in Philosophy at the University of California.*

Read, M. S., A.B., *now Professor of Philosophy at Colgate University.*

GRADUATE STUDENTS

PURSUING STUDIES IN THE SAGE SCHOOL OF PHILOSOPHY FOR AN ADVANCED DEGREE.

- Allen, Mary Gannett—A.B., University of California, 1895, . . . Ph.D.
²Bentley, I. M.—B.S., Univ. of Nebraska, 1895, M.L.
Bronson, F. C. G.—A.B., Yale Univ., 1892, Ph.D.
¹Brown, J. F.—Ph.B., Earlham College, 1889, A.M., 1895, . . . Ph.D.
²Cogswell, G. A.—A.B., Dalhousie College, 1890, Ph.D.
Gamble, Eleanor A. McC.—A.B., Wellesley College, 1889, . . . A.M.
¹Hamlin, Alice Julia—A.B., Wellesley College, 1893, Ph.D.
Howe, H. C.—B.L., Cornell Univ., 1893, Ph.D.
Lefevre, A.—A.B., Univ. of Texas, 1894, Ph.D.
Lingle, T. W.—A.B., Davidson College, 1893, Ph.D.
²MacMillan, D. P.—A.B., Acadia College, 1895, Ph.D.
¹Major, D. R.—B.S., Wabash College, 1890, Ph.D.
Manahan, W.—A.B., Univ. of Manitoba, 1895, Ph.D.
²Meiklejohn, A.—A.B., Brown Univ., 1893, A.M. 1895, . . . Ph.D.
Muir, Ethel—B.L., Dalhousie College, 1891, M.L., 1893, . . . Ph.D.
²Nevins, Frances Calloway—A.B., Univ. of Nashville, 1895, . . Ph.D.
†Parker, Ada Belle—Ph.B., Syracuse Univ., 1893, Ph.M., 1894, . Ph.D.
Pillsbury, W. B.—A.B., Univ. of Nebraska, 1892, Ph.D.
Schiller, F. C. S.—A.B., Oxford, Eng., 1886, A.M., 1891, . . . Ph.D.
Sharp, Stella Emily—A.B., Wells College, 1895, Ph.D.
²Talbot, Ellen Bliss—A.B., Ohio State Univ., 1890, Ph.D.

¹ Fellow.

² Graduate Scholar.

† Taking a 'minor' subject in Philosophy.

FOUNDATION OF THE SCHOOL.

The department of Philosophy is known as "THE SUSAN LINN SAGE SCHOOL OF PHILOSOPHY." This School owes its existence to the generosity of the Hon. Henry W. Sage, Chairman of the Board of Trustees. At a meeting of the Board, held on Oct. 22d, 1890, Mr. Sage signified his intention of adding to the endowment of the Susan Linn Sage Philosophical Professorship, which he had established in 1886 in memory of his wife, a further gift of \$200,000 to the department of Philosophy. His object was to provide permanently at Cornell University for philosophical instruction and investigation of the most varied kind and of the highest order. To that end he stipulated that the Trustees should, whenever it was needed, supplement the proceeds of his endowments with appropriations from the general funds of the University. The gift was made, and the legislation went into effect, in September, 1891.

ITS OBJECTS.

The School is devoted to the free and unhampered quest and propagation of truth in regard to all those questions of human inquiry which are embraced by Logic, Psychology, Ethics, Pedagogy, Metaphysics, and the History and Philosophy of Religion. The evils of emphasizing certain portions of Philosophy to the practical exclusion of others, have become very apparent, though the advantages of specialization cannot be overestimated. It is the aim of this School to secure both comprehensiveness and thoroughness. All sides of Philosophy will be represented, and every method of discovering truth—observation, experiment, historical investigation, reflection, and speculation—will be welcome within its appropriate domain. To make the advantages of the School more accessible, scholarships and fellowships have been established, which are open to graduates of this and other universities. See under Fellowships and Scholarships, p. 20.

COURSES OF STUDY.

Of the following courses of study, Course 1 is required of all sophomores except those in the technical departments; the remaining courses are elective. These have been grouped with reference to the several University classes—Sophomores, Juniors, Seniors, and Graduates—and their presumable preparation for the work indicated. No ideal scheme will, however, be applicable to all cases, and the student in making his selection should consider both his actual attainments and his future plans, and in all cases of doubt, consult with the professors and instructors.

I. REQUIRED COURSE FOR SOPHOMORES.

1. **Physiology, Psychology, Logic.** Three hours a week. Physiology, Fall Term. Lectures, in two sections, T., Th., 10, 11, and practicums and demonstrations in four sections, Th., F., 2-4, S., 9-11, 11-1. PROFESSOR WILDER. Psychology, Winter term. Lectures, Th., S., 11. PROFESSOR TITCHENER. Recitations, in sections, at hours to be arranged. DR. ALBEE and MR. SCHILLER. Logic, Spring Term. Lectures, Th., S., 11. PROFESSOR CREIGHTON. Recitations as in Psychology. DR. ALBEE and MR. SCHILLER.

In Physiology most of the course is devoted to the structure and functions of the brain; numerous preparations, models, and diagrams of the human organ are employed, but great stress is laid upon the study by the class of sheep's brains variously prepared to exhibit all the important parts and features; drawings of these are also made by the students. The functions of the brain and spinal cord are illustrated by painless experiments upon the frog and cat.

On the completion of this course at Christmas, Psychology is taken up for the Winter Term. Twice a week the whole class meets for lectures on Psychology by Professor Titchener, whose aim is at once to give an outline of what is established in the subject, and to remove obstacles from the path of beginners in mental science. For the remaining exercise, the class is divided into sections, a recitation being required weekly on Titchener's *Outline of Psychology*, in connection with the lectures.

During the Spring Term Logic will be treated in the same way, by means of two lectures by Professor Creighton, and one weekly recitation in sections. The text-book will be announced at the beginning of the course, and the solution of logical problems will form an important part of the class-work during the recitation hour.

In the sections, the instructors will give individual attention to all members of the class, who are expected and invited freely to make known their difficulties. The entire course in Physiology, Psychology, and Logic is intended to be an introduction to Philosophy through its simplest disciplines, and from the objective, as well as the subjective point of view.

II. COURSES PRIMARILY FOR JUNIORS AND SENIORS.

2. **Experimental Psychology.** Lectures and Laboratory Work. M., 3:30-5:30, W., 3:30-5:30, Th., 9. PROFESSOR TITCHENER and MR. PILLSBURY.

The course will consist of three parts. (1) A drill-course in the psychology of sensation. From this the student will gain acquaint-

ance with the most elementary mental processes, and facility in the handling of instruments of precision. (2) A drill-course in the psychophysics of action (reaction-time experiments). This will afford training in introspection, and in the control and rapid adjustment of the attention: thus doing for the mind what the previous part, regarded in its second aspect, does for the muscles. (3) Lectures on the psychophysical measurement-methods, with experimental illustrations and exercises. The latter will, in some cases, consist in the original investigation by the student of simple psychological problems.

The course is complete in itself, and may therefore be taken by those who desire to go farther than Course 1, but have no wish to make a special study of psychology. It will naturally be useful also to those who intend to graduate with a psychological thesis, as a preliminary to the systematic work of Course 12. Sanford's *Laboratory Course* and Titchener's *Outline of Psychology* will be used as text-books by the class.

3. History of Ancient and Mediæval Philosophy. Lectures and Text-book. T., Th., 10. ASSISTANT PROFESSOR HAMMOND.

This course will consider the various problems of Philosophy which presented themselves to the Greek mind, and the solutions which the Greeks offered in their historical systems, or fragments of systems, from Thales to the Neo-Platonists. After the systems of the Greeks have been passed in review, the question of the derivation of western philosophy from oriental speculation will be discussed. Attention will also be given to the development of Greek thought in Rome—especially to Stoicism and Epicureanism. The course will further treat the leading features of Scholasticism.

4. History of Philosophy. Lectures, prescribed reading, and occasional essays. M., W., F., 10. PROFESSOR CREIGHTON.

The lectures of this course will give a general account of the history of philosophical speculation from its origin among the Greeks to the present time. An attempt will be made to present the various philosophical systems in their relation to the science and general civilization of the ages to which they severally belong, and to estimate their social and political significance. After a rapid survey of philosophy during the Greek, Roman, and Mediæval periods, the greater part of the year will be devoted to the theories and problems of modern speculation. Among English philosophers, special attention will be given to Berkeley, and his *Principles of Human Knowledge* will be made the subject of detailed study and critical discussion by the class. It is proposed to give considerable time during the latter part of the

course to a consideration of the speculative problems of the present century, and especially to an examination of the philosophical meaning and importance of the notion of Evolution or Development. Reading will be assigned from time to time, but there will be no class text-book.

5. **Ethics.** Lectures, discussions, and text-book study. T., Th., II.
PROFESSOR SETH.

An elementary course giving the facts of the moral life; the philosophical interpretation of these facts in the light of an historico-critical survey of previous ethical theories, ancient and modern, and the application of the principles thus established to the regulation of life,—individual and social.

The course will conclude with a consideration of the metaphysical implications of morality. It will be based primarily upon Seth's *Study of Ethical Principles*, with correlative reading.

6. **The Relations of Morality and Religion.** Lectures and discussions, with essays. S., II. PROFESSOR SETH.

For courses in the History of Religions and the Philosophy of Religion see numbers 7, 25, and 34.

7. **History of Religions.** M., W., 12. PROFESSOR TYLER.

These lectures will be given in two courses, one hour each. They may be taken separately. The course on Mondays will deal with Primitive Religion, the origin of religious ideas, cults, and rites of Syro-Arabic and other peoples. De la Saussaye's *Manual of the Science of Religion* will be used as text-book. The course on Wednesdays will deal with Comparative History of Religion: the Religions of India, Egypt, China, Greece, and Rome. The hour may be changed from 12 to 3 P. M., if the class prefer.

8. **The Institutes of Education.** Lectures. M., W., F., 2. PROFESSOR WILLIAMS.

In this course education is treated first as to its aims, its principles, and its means, from the standpoint of the physical, intellectual, and moral nature of man. From this treatment is deduced a philosophy of method, which, applied first to the four great groups into which school subjects may be divided, is then illustrated fully by a sufficient number of special branches. In connection with this, the various operations of the class-room are discussed, the conduct of recitations, the art of questioning, of exposition, and of illustration, and the mode of examining. During the entire course, frequent disserta-

tions on important points treated in the lectures, are required from every member; and in the last half of the year, one-third of the time is devoted to practice work conducted by the members of the class in turn. Course I, or its equivalent, is required for entrance on this course.

Reading Courses :

9. [The Dialogues of Plato; the Republic and Theætetus in the Original Text. M., W., F., 10. ASSISTANT PROFESSOR HAMMOND.]

This course, given in 1895-96, will be repeated in 1897-98.

10. Aristotle's Nicomachean Ethics. M., W., F. Hours to be arranged. ASSISTANT PROFESSOR HAMMOND.

The class will translate the treatise of Aristotle from the edition of Susemihl.

11. Reading of Psychology, in French, German or Italian. T., 9. PROFESSOR TITCHENER or MR. PILLSBURY.

The aim of this course is to introduce students to the terminology and literature of foreign psychology. The books that have been already used in the course are: Wundt's *Essays*, Fechner's *Elemente der Psychophysik*, Ribot's *Psychologie de l'attention*, and Sergi's *Principi di psicologia*.

12. Rapid Reading of German Philosophy. S., 10. MR. SCHILLER.

The primary aim of this course is to render the students assistance in gaining a knowledge of German philosophical terminology. For this purpose Schopenhauer's essay *Ueber die vierfache Wurzel des Satzes vom zureichenden Grunde*, combining as it does a high degree of literary and of philosophical interest, has been selected for translation in class.

III. COURSES PRIMARILY FOR SENIORS AND GRADUATES.

13. Systematic Psychology. Lectures, essays, and experimental illustrations. M., W., F., 9. PROFESSOR TITCHENER and MR. PILLSBURY.

The object of the course is twofold: to give the student a complete, if tentative, system of psychology, based upon the results of the ex-

perimental investigation of consciousness; and at the same time, by copious references to rival theories, to orientate him in experimental psychological literature.

Essays will be written by the class on psychological questions. The most valuable of these may be published: four have already appeared in *Mind* and *The Philosophical Review*. There will be no text-book, but members of the class will be expected to be familiar with Wundt's *Human and Animal Psychology*, Sully's *Human Mind*, and Külpe's *Outlines of Psychology*.

The course may be taken by any student who has had courses 1 and 2, or their equivalents. It must be taken by all those who undertake advanced work in the psychological laboratory (cf. 29, below). It will also be found useful by teachers, as a basis for work in pedagogy.

14. Mental Derangement. Spring Term. One hour, M. DR. WAGNER.

Six lectures: 1. Mental diseases historically considered. 2, 3, 4. The forms of insanity. 5. Modern hospitals and the treatment of the insane. 6. Crime and responsibility.

15. Leibniz's Philosophical Works, Hume's Treatise of Human Nature, and Kant's Critique of Pure Reason. Recitations, discussions, and essays. T., Th., S., 12. DR. ALBEE.

The design of this course is to prepare students who have not had a similar course for more advanced work in Philosophy. The works above mentioned will be read and discussed with the class, the object being to lead the students fully to understand them and sympathetically to estimate their value. Special subjects will be assigned to the members of the class, and essays will be required at the end of each term. The text-books used will be Leibniz's *Philosophical Works* (Duncan's translation, Tuttle, Morehouse, & Taylor, New Haven), Hume's *Treatise of Human Nature* (Clarendon Press), and Kant's *Critique of Pure Reason* (Müller's translation, Macmillan & Co.) This course is open only to students who have taken, or are taking, course 4 or an equivalent.

16. Spinoza's Ethics. Recitations, discussions, and essays. Fall Term. T., Th., S., 11. DR. ALBEE.

This course will be given during the Fall Term only. It will be supplementary to course 14, but will not necessarily presuppose the latter, the requirements for admission to the two courses being the same. The relation of Spinoza's earlier works to the *Ethics* will be shown, and the *Essay on the Improvement of the Understanding* dis-

cussed in-class, as being the natural introduction to the *Ethics*. The major part of the work of the course, however, will consist in the careful study of the *Ethics*. The translation by R. H. M. Elwes (Bohn Library) will be used. At least one essay will be required of each member of the class by the end of the term.

17. *Ethics* (Advanced). Essays and discussions, with occasional lectures. M., W., II. PROFESSOR SETH.

This course is open only to those who have completed course 5, or the equivalent thereof. Most of the class-work will be done by the members of the class, under the guidance of the professor. By a judicious division of labor and coöperation, a comparative study will be made of the leading modern moralists. The problems of Ethics being marked out, and a certain time assigned to each, every member will be asked to write a careful abstract of the discussions which the problem under consideration in the class receives in the treatise or treatises on which he has previously been required to report; and after all the abstracts have been read and discussed in class, each student will, before leaving that problem, write out a brief statement of what he considers a tenable theory, and these expositions along with his abstracts, will be accepted, if found satisfactory by the professor, in lieu of examinations. Although it is the works of recent moralists which are the special object of study, the theories of earlier moralists will naturally be referred to for purposes of comparison. The aim of the course is to enable advanced students to reach, in the full light of the achievements of different contemporary schools, a satisfactory and tenable theory of morality.

18. *Applied Ethics*. Lectures. Th., 12. PROFESSOR TYLER.

In the early part of the year the lectures of this course will be devoted to a discussion of the practical value of the ethical ideals given by Sociology, Utilitarianism, Aestheticism, Optimism, and Culture. The individualistic applications of these ideals will then be considered and the personal virtues—virtues of veracity, self-control, honor, etc., will be discussed. During the spring term, the lectures of the course will treat of the bearing of moral standards upon Social Relations, the Duties of Friendship, Riches and Poverty, Public Opinion, the Press, Incivism, and kindred topics. The lectures will keep in view the mutual bearings of practical ethics and Christian civilization.

19. *Post Kantian Idealism*. Fichte's *Wissenschaftslehre*, Schelling's *System des transcendentalen Idealismus*, Hegel's *Wissenschaft der Logik*. T., Th., S., 9. PROFESSOR CREIGHTON.

It is proposed in this course to treat the systems of Fichte and Schelling as introductory to the study of Hegel's Logic. During the

perimental investigation of consciousness; and at the same time, by copious references to rival theories, to orientate him in experimental psychological literature.

Essays will be written by the class on psychological questions. The most valuable of these may be published: four have already appeared in *Mind* and *The Philosophical Review*. There will be no text-book, but members of the class will be expected to be familiar with Wundt's *Human and Animal Psychology*, Sully's *Human Mind*, and Külpe's *Outlines of Psychology*.

The course may be taken by any student who has had courses 1 and 2, or their equivalents. It must be taken by all those who undertake advanced work in the psychological laboratory (cf. 29, below). It will also be found useful by teachers, as a basis for work in pedagogy.

14. Mental Derangement. Spring Term. One hour, M. DR. WAGNER.

Six lectures: 1. Mental diseases historically considered. 2, 3, 4. The forms of insanity. 5. Modern hospitals and the treatment of the insane. 6. Crime and responsibility.

15. Leibniz's Philosophical Works, Hume's Treatise of Human Nature, and Kant's Critique of Pure Reason. Recitations, discussions, and essays. T., Th., S., 12. DR. ALBER.

The design of this course is to prepare students who have not had a similar course for more advanced work in Philosophy. The works above mentioned will be read and discussed with the class, the object being to lead the students fully to understand them and sympathetically to estimate their value. Special subjects will be assigned to the members of the class, and essays will be required at the end of each term. The text-books used will be Leibniz's *Philosophical Works* (Duncan's translation, Tuttle, Morehouse, & Taylor, New Haven), Hume's *Treatise of Human Nature* (Clarendon Press), and Kant's *Critique of Pure Reason* (Müller's translation, Macmillan & Co.) This course is open only to students who have taken, or are taking, course 4 or an equivalent.

16. Spinoza's Ethics. Recitations, discussions, and essays. Fall Term. T., Th., S., 11. DR. ALBEE.

This course will be given during the Fall Term only. It will be supplementary to course 14, but will not necessarily presuppose the latter, the requirements for admission to the two courses being the same. The relation of Spinoza's earlier works to the *Ethics* will be shown, and the *Essay on the Improvement of the Understanding* dis-

cussed in-class, as being the natural introduction to the *Ethics*. The major part of the work of the course, however, will consist in the careful study of the *Ethics*. The translation by R. H. M. Elwes (Bohn Library) will be used. At least one essay will be required of each member of the class by the end of the term.

17. **Ethics (Advanced).** Essays and discussions, with occasional lectures. M., W., II. PROFESSOR SETH.

This course is open only to those who have completed course 5, or the equivalent thereof. Most of the class-work will be done by the members of the class, under the guidance of the professor. By a judicious division of labor and coöperation, a comparative study will be made of the leading modern moralists. The problems of Ethics being marked out, and a certain time assigned to each, every member will be asked to write a careful abstract of the discussions which the problem under consideration in the class receives in the treatise or treatises on which he has previously been required to report; and after all the abstracts have been read and discussed in class, each student will, before leaving that problem, write out a brief statement of what he considers a tenable theory, and these expositions along with his abstracts, will be accepted, if found satisfactory by the professor, in lieu of examinations. Although it is the works of recent moralists which are the special object of study, the theories of earlier moralists will naturally be referred to for purposes of comparison. The aim of the course is to enable advanced students to reach, in the full light of the achievements of different contemporary schools, a satisfactory and tenable theory of morality.

18. **Applied Ethics.** Lectures. Th., 12. PROFESSOR TYLER.

In the early part of the year the lectures of this course will be devoted to a discussion of the practical value of the ethical ideals given by Sociology, Utilitarianism, Aestheticism, Optimism, and Culture. The individualistic applications of these ideals will then be considered and the personal virtues—virtues of veracity, self-control, honor, etc., will be discussed. During the spring term, the lectures of the course will treat of the bearing of moral standards upon Social Relations, the Duties of Friendship, Riches and Poverty, Public Opinion, the Press, Incivism, and kindred topics. The lectures will keep in view the mutual bearings of practical ethics and Christian civilization.

19. **Post Kantian Idealism.** Fichte's *Wissenschaftslehre*, Schelling's *System des transcendentalen Idealismus*, Hegel's *Wissenschaft der Logik*. T., Th., S., 9. PROFESSOR CREIGHTON.

It is proposed in this course to treat the systems of Fichte and Schelling as introductory to the study of Hegel's Logic. During the

first term, the more important features of the two earlier systems, and their influence on the development of the Hegelian philosophy, will be dealt with in lectures. The members of the class will be expected to read, in the mean time, prescribed portions from the above mentioned works of Fichte and Schelling. The greater part of the year will, however, be devoted to the careful study of Hegel's larger Logic in the original. Special problems which arise in connection with the work of the class will be assigned to the various members for investigation, and they will be directed in the use of the literature of the subject. The results of this research will be reported to the class and made the subject of discussion and criticism.

The course will presuppose an acquaintance with the philosophy of Kant, and the ability to use German readily. Students who cannot devote a considerable amount of time to the work are advised not to elect this course.

20. [**Logical Theory.** T., Th. PROFESSOR CREIGHTON.]

This course, given in 1895-96, will be repeated in 1897-98.

21. **The Philosophy of Evolutionism, with special reference to Spencer's Synthetic Philosophy.** Lectures and essays. M., W., F., 10. MR. SCHILLER.

The object of this course is to trace the development of the idea of evolution in its historic connections, to consider its value in relation to other philosophic views, and to assist students in forming a critical estimate of one of the most widely current of modern schools of thought. Attention will be devoted to the chief representatives of evolutionism in Germany (von Hartmann), and America (Fiske), as well as to Spencer, and the philosophic bearing of the biological theories of Darwin, Weismann, etc., will be carefully considered.

22. [**German Pessimism, with special reference to Schopenhauer and E. von Hartmann.** Lectures and essays. Two hours a week. MR. SCHILLER.]

This course, given in 1895-6, will not be repeated until 1897-8.

23. [**Modern Realism.** Lotze's *Metaphysics* and Herbart's *Allgemeine Metaphysik*. Lectures, discussions, and essays. Three hours a week. MR. SCHILLER.]

This course, given in 1895-6, will not be repeated until 1897-8.

24. **Recent German Philosophy.** Lectures. F., 11. DR. IRONS.
The object of this course is to give some account of German

philosophy from the period immediately succeeding the death of Hegel to the present day. After the various developments of Hegelianism have been discussed, the constructive systems based on a return to older forms of thought will be dealt with. The general tendencies which the latter exhibit will be indicated, and representative systems considered in detail. As courses are already offered on Schopenhauer, von Hartmann, and Lotze, these writers will be taken into account only so far as is necessary to determine their place in the history of philosophy.

25. **Philosophy of Religion.** (a) Lectures. (b) Discussions and essays. Th., 4-6. T., 12. PROFESSOR TYLER.

In section (a) Martineau's *Study of Religion* and Lotze's *Outlines of Philosophy of Religion* will be made the basis of work. Pfeiderer, Max Müller, Reville, and other writers will be consulted. In section (b) the grounds of religious belief—metaphysical, ethical, aesthetical, and spiritual—will be treated in as popular a style as the nature of the subject will permit.

26. **School Supervision.** Lectures. Third Term. W., 3. PROFESSOR WILLIAMS.

This course is devoted to the organization, classification, management, and supervision of schools, the arrangement of courses of study, school buildings and appliances, school hygiene, and school economy. It should be preceded by course 8.

27. **Pedagogical Conference.** Th., 3-5. PROFESSOR WILLIAMS.

This course, which is intended as an supplementary to course 7, can be taken only by those who have pursued, or are pursuing, that course. The work consists, in part, of a visitation of schools, with criticisms and discussion of their spirit and methods; in part, of the preparation of plans for teaching certain branches; in part, also, of the investigation of educational subjects and national systems, with the preparation of extended reports embodying results.

28. **The History of Education.** Lectures. T., Th., 2. PROFESSOR WILLIAMS.

In this course the history of education is treated as a vital part of the history of civilization, and with reference to the ideals by which the life, as well as the education, of nations has been controlled; the educational views of eminent writers of ancient and modern times are carefully analyzed and compared; the lives, services, and experi-

ments of noteworthy teachers are discussed; and through all these means an attempt is made to approach the philosophy of education on the historic side. During the year dissertations are required on points of special interest in educational history, and one-fourth of the time in the last half of the course is devoted to practical work conducted by members of the class in turn. It is essential for success in this course that the student should have a fair knowledge of general history, and it has not generally been found expedient to undertake it earlier than the senior year.

V. SEMINARIES.

29. **Seminary for Experimental Psychology, and Advanced Laboratory Work.** Afternoons, except S., 2-6; F., 11-1. PROFESSOR TITCHENER and MR. PILLSBURY.

(a) *Graduate Section*.—The seminary will meet weekly (F.) for the critical and historical discussion of psychological questions. These will, for the most part, be chosen with reference to the thesis-subjects for advanced degrees, which are occupying the student in the psychological laboratory during the afternoon hours. Reports of progress will be presented by the leaders of research-groups, and criticism and suggestion invited from investigators concerned with other problems than that immediately before the seminary.

(b) *Undergraduate Section*.—This will be conducted in connection with a course of Laboratory work in Psychology for Seniors. Thesis problems will be chosen to suit the inclination and attainment of students. The professor or his assistant will take constant part in all investigations in progress.

30. **Seminary in Ancient and Mediæval Philosophy.** Two hours a week. ASSISTANT PROFESSOR HAMMOND.

(a) *Graduate Section*.—Plato's *Theætetus* will be made the basis of work.

(b) *Undergraduate Section*.—Students who are writing theses for their bachelor's degree on subjects in Ancient or Mediæval Philosophy, meet in this section for the reading and discussion of materials and for the criticism of method.

31. **Seminary in Modern Philosophy.** Two hours a week. PROFESSOR CREIGHTON, DR. ALBEE, and MR. SCHILLER.

(a) *Graduate Section*.—The object of this, as of the undergraduate, section is to assist and direct students in original research. Subjects of investigation will be chosen by members of the Seminary at

the beginning of the year, or suggested by the instructors. The work must, of course, be mainly carried on by the individual student outside of the class-room. At the weekly meetings, however, members of the Seminary will report the progress of their work, and their methods and results will be freely discussed by instructors and students.

(b) *Undergraduate Section*.—The investigations undertaken in this section will be such as may be completed in a single year. The method of conducting the work will be the same as that described above. Before the end of the year, however, the preliminary reports must be embodied in a carefully prepared thesis and submitted for approval. The hours for both sections will be hereafter arranged.

32. Ethical Seminary. Two hours a week. PROFESSOR SETH.

(a) *Graduate Section*.—This course is intended for the guidance of graduates, who have had the necessary training, in independent research. There will be no lectures. Topics will be assigned to the different members of the class, or, still better, proposed by themselves, and appropriate courses of reading and lines of inquiry will be marked out by the professor. At the weekly meetings, reports will be made of work done, and these will be open to the comment and criticism of the class and the professor. Before the completion of the Fall Term, each student will be required to begin the organization of his material into a thesis, which, at the end of the year, will be submitted to the professor for approval.

(b) *Undergraduate Section*.

In this section guidance will be given to seniors who are preparing graduating theses on ethical subjects.

33. Pedagogical Seminary. Two hours a week. PROFESSOR WILLIAMS.

(a) *Graduate Section*.—This course is intended to afford to those who have pursued course 8 with success, and who have a ready command of German an opportunity to examine critically certain approved works of German pedagogy. The ideas gained by the members of the class from their work will be freely discussed at the weekly meetings, and papers will be called for on topics thus suggested.

(b) *Undergraduate Section*.—The work in this section, which is intended for seniors who are preparing theses for their bachelor's degree on pedagogical subjects, consists in the suggestion of sources, the discussion and criticism of materials, and reports on the progress of work.

31. **Seminary for the History and Philosophy of Religion.** Two hours a week. PROFESSOR TYLER.

a. *Graduate Section.*—In this course graduate students who have undertaken theses on the History or Philosophy of Religion, will be assisted in the work of investigation.

b. *Undergraduate Section.*—In this section members of the senior class who are writing theses on problems within the domain of the above seminary, are assisted and directed in the development of their work.

RELATED COURSES.

In addition to the foregoing courses, which are given by the Faculty of the Sage School of Philosophy, students are free to select any of the courses given in other departments of the University. The attention of students is directed to the courses on the Literatures of Greece and Germany, Jurisprudence and International Law, Biology, Chemical Philosophy, Physics, Mathematics, History and Political Science, and the private, political, and religious Life and Institutions of the Hindus, Greeks, and Romans. The professors of Philosophy will be glad to advise their students in the selection of related subjects.

PHILOSOPHICAL CLUB.

Membership in the Philosophical Club is open to Graduate Students in the Sage School of Philosophy and to Undergraduates elected by them. Its function is to promote acquaintance and good-fellowship among the students of Philosophy in the University, and to provide an organization for the presentation of papers and the discussion of philosophical problems of present interest.

THE PSYCHOLOGICAL LABORATORY.

The Psychological Laboratory (Morrill Hall) consists of a suite of nine rooms, occupying a space of approximately 140 x 45 feet. Every room is connected with every other by a thirty-fold system of telegraph wires, so that two or more rooms can be employed in a single investigation, in accordance with the plan followed at the Leipsic Institute. Room I (46 x 19 feet, lighted from the east, south and west, accessible from the first corridor and from room II) contains the optical apparatus of the Laboratory. Room II (20 x 8 feet, lighted from the west, accessible from the corridor and from Rooms I and II) is at

present used as an office. Room III (46 x 19 feet, lighted from the east and west, accessible from the corridor, and from Rooms II and IV) contains the acoustic apparatus. It can be connected by an acoustic tube with Room V. Room IV (12 x 24 feet, lighted from the west, accessible from Rooms III, V and VII) is fitted up for experiments upon haptics, and contains the necessary apparatus. Room V (18 x 24 feet, accessible from Rooms IV and VI) is a dark chamber, within which stands a smaller, movable chamber, capable of being still further darkened. The ventilation of the chamber (east and west, above and below) is so contrived that no light enters through the air shafts. Room VI (18 x 24 feet, accessible from Rooms V and VII, lighted from the east) is a workshop and storeroom. Room VII (42 x 29 feet, lighted from east and west, accessible from Rooms IV and VI and from the second corridor) is the Laboratory lecture-room. Room VIII (24 x 19 feet, lighted from the west, accessible from second and third corridors) is the professor's office. It contains his private library, the books of which are always at the disposal of students. Room IX (22 x 19 feet, lighted from the east, accessible from the third corridor and from Room VIII) is the registration room, and contains the recording and testing apparatus employed in chronometrical investigation.

For chronometrical experiments, Room IX can be paired with Room I, III, IV, V or VII; the latter being, in each case, the reacting room. Research work can be carried on in Rooms I, III, IV and V. Room VIII offers facilities for demonstrations, and for the building-up and testing of apparatus previously to its actual use.

Room I is furnished with two reacting tables, a work table, and three instrument cases; Room III with a reaction table, a work table, two instrument cases, a piano, a harmonical, etc.; Room IV with a couch, two specially designed work tables, and an instrument case; Room V with the movable chamber mentioned above, shelves and a work table, all blackened, together with a combination tilt-board and rotation table; Room VI with a bench, a large store closet, and a closet containing battery cells. Here, too, is the general Laboratory switch-board. Room VII has a seating capacity of over 100. It is now arranged to accommodate forty students for purposes of class experiment, and contains a draughting table and two chart cases. Room IX has a large table for the Hipp chronoscopes and their accessories, a smaller table for the large Krille control hammer, and a Zimmermann chronograph. All the rooms are lighted by incandescent lamps. Rooms I, V and VI have water; Rooms I, III, V, VI and VII gas; and Room V two arc lights.

A full inventory of apparatus which is in preparation, and which will be furnished upon application, will indicate the present resources

of the Laboratory. It is unusually well provided with acoustic and haptical apparatus ; while it is adequately equipped with the instruments necessary in other lines of research. The equipment is undergoing continual improvement, and apparatus needed for special work is at once procured. The professor and his assistant take part in all investigations in progress.

THE SEMINARY ROOM.

An adequately furnished and commodious room has been set apart in the Library Building for the exclusive use of advanced students in Philosophy. It is provided with a well-selected library containing lexicons and other books of reference, philosophical journals, and the more important works in the several branches of Philosophy. This special library of Philosophy is being constantly enlarged, and books not already on the shelves, when required by students for the prosecution of their work, are ordered at once.

THE PHILOSOPHICAL REVIEW.

Besides instruction and investigation, the School of Philosophy undertakes also the work of publication. Under the editorship of President Schurman and Professor Creighton, with the co-operation of their colleagues in the School, *The Philosophical Review* appears once in two months, each number containing a minimum of 112 pages. A large part of the material of the *Review* is contributed by the professors, instructors, fellows, and graduates in the Sage School of Philosophy. It is found that the *Review*, which stands thus in the closest connection with the School, is a very powerful stimulus to students, whose constant intercourse with the members of the staff who are engaged in writing and planning for it, enables them to keep abreast of current philosophical problems and discussions. The *Review* also furnishes advanced students with a medium of publication. The results of original investigations which have been accepted for the doctor's degree are, in some cases, published in it.

PUBLICATIONS

BY THE FACULTY AND STUDENTS OF THE SAGE SCHOOL OF PHILOSOPHY, JUNE 1, 1895, TO JUNE 1, 1896.

ALBEE, DR. E.—The Ethical System of Richard Cumberland, II. *Phil. Rev.*, IV, 4. The Relation of Shaftesbury and Hutcheson to Utilitarianism, *Phil. Rev.*, V, 1.

CREIGHTON, PROF. J. E.—The Study of Philosophy, *Book Reviews*, June, 1895. The Nature of Intellectual Synthesis, *Phil. Rev.*, V, 2. *Philosophical Review*, editor. *Kant-Studien*, American editor.

- HAMMOND, PROF. W. A.—Hylozoism, *Phil. Rev.*, IV, 4. Barthélemy-Saint-Hilaire, *Phil. Rev.*, V, 2.
- IRONS, DR. D.—Recent Developments in Theory of Emotion, *Psych. Rev.*, II, 3.
- MAJOR, D. R.—On the Affective Tone of Simple Sense Impressions, *Am. J. of Psych.*, VII, 1.
- PILLSBURY, W. B.—Some Questions of the Cutaneous Sensibility, *Am. J. of Psych.*, VII, 1.
- SCHILLER, F. C. S.—The Non-Euclidean Geometry and the Kantian *a priori*, *Phil. Rev.*, V, 2. Lotze's Monism, *Phil. Rev.*, V, 3.
- SCHURMAN, PRESIDENT J. G.—Agnosticism and Religion: Charles Scribner's Sons, 1896, pp. 180. Teaching: a Trade or a Profession? *Forum*, April, 1896. *Philosophical Review*, editor.
- SETH, PROF. J.—A Study of Ethical Principles: Edinburgh, 2nd and revised edition.
- TAYLOR, DR. T. W.—The Individual and the State: an Essay on Justice: Ginn & Co., 1895, pp. 90. The Conception of Morality in Jurisprudence, *Phil. Rev.*, V, 1.
- TITCHENER, PROF. E. B.—A Psychophysical Vocabulary, *Am. J. of Psych.*, VII, 1. The Type-theory of the Simple Reaction, *Mind*, Oct., 1895; April, 1896. *Mind*, editor. *American Journal of Psychology*, editor. Külpe's *Outlines of Psychology*, trs., Swan Sonnenschein, 1895, pp. 462.
- WASHBURN, DR. M. F.—Ueber den Einfluss der Gesichtsassoziationen auf die Raumwahrnehmungen der Haut. Leipzig, Engelmann, 1895, pp. 60.
- WILLIAMS, PROF. S. G.—History of Modern Education. 2d and revised edition.

THE LIBRARY.

The University Library contains over one hundred and seventy-two thousand volumes, besides twenty-nine thousand pamphlets. Graduate students obtain from the Librarian cards of admission, for limited periods, to the shelves in the stack-rooms. The more prominent philosophical journals,—American, English, French, German, and Italian,—are kept on file in the Periodical Room. The income of an endowment of three hundred thousand dollars, the gift of the Hon. Henry W. Sage, is devoted to the increase of the Library, and a fair share of this is employed in supplementing the already extensive philosophical literature on the shelves. During the last year more than eleven hundred dollars was expended in the purchase of philosophical books. The Reading Room, which is open to students daily from 8 A. M. to 9.30 P. M., contains a carefully selected reference library of eight thousand volumes and ample accommodations for two hundred and twenty readers.

EXPENSES.

Tuition (an annual fee of \$100) is free to students with state scholarships. The cost of living in Ithaca, including board, room, fuel, and lights, varies from \$4 to \$10 per week.

FELLOWSHIPS AND SCHOLARSHIPS.

For the encouragement of higher studies, and research in every branch represented by the School of Philosophy, there have been established for award to distinguished graduates of this and other Universities six graduate scholarships of the annual value of \$300 each, and three fellowships of the annual value of \$500 each, both scholarships and fellowships being tenable for one year, but subject to renewal in exceptional cases. The graduate scholarships are intended for college graduates who, during their undergraduate course or subsequently, have given evidence of special attainments in any department of Philosophy. The fellowships will ordinarily be awarded to those who have already distinguished themselves as scholars. The appointment of scholars and fellows for the ensuing year will be made by the 1st of June, 1896. Applications, which must be sent in not later than the 15th of May, should be addressed to the Registrar, Cornell University, Ithaca, N. Y.

The application of the candidate for a scholarship or a fellowship should contain a full statement of the branches of study he intends to pursue, if appointed; and if he has produced any article that could be put in evidence for him, a copy should accompany his application. Those candidates who are graduates of other colleges or universities than Cornell, should submit recommendations from the instructors best acquainted with their ability and attainments. It should be borne in mind by such applicants that information cannot be too exact or full in the case of students not personally known to the appointing body. The list of applicants is large, and the Faculty desires to be aided in every way in making its selection.

DEGREES.

I. The degree of Master of Arts, Master of Philosophy, Master of Letters, or Master of Science is conferred on those who have taken the corresponding baccalaureate degree here, or at some other college or university where the requirements for that degree are equal to those of this University, on the following conditions:

Candidates must spend at least one year at this University in pursuance of an accepted course of study. They must present a satis-

factory thesis and pass a satisfactory examination on the major and minor subjects chosen for the degree.

II. The degree of Doctor of Philosophy is conferred on graduates of this university, and of other universities and colleges whose requirements for the baccalaureate degree are equal to those of this University, on the following conditions :

1. In order to become a candidate, the applicant must have pursued a course of study equal to that required for graduation in this University with the A.B. or Ph.B. degree.

2. The candidate must spend at least two years at the University pursuing a course of study marked out by the Faculty. In exceptional cases a year of graduate work in a university elsewhere may, by a special vote of the Faculty, be accepted in place of a year's work in this University.

3. The candidate must present a thesis of such a character as shall display power of original and independent investigation, and must pass the requisite final examinations on one major and two minor subjects.

4. Candidates for advanced degrees may select as their major subject any of the following :—

α. Philosophy, with special reference to Ethics.

β. Philosophy, with special reference to Logic and Metaphysics.

γ. Psychology.

δ. Historical and Psychological Pedagogy.

ε. The History of Religion and the History of Philosophy.

5. Candidates for advanced degrees may select as their first minor subject any one of the following which is not identical with, or included in, the major :—

α. Ethics.

β. Psychology.

γ. Logic and Epistemology.

δ. History of Philosophy.

ε. The History and Philosophy of Religion.

ζ. Historical and Psychological Pedagogy.

η. Greek Philosophy.

TEACHERS.

Institutions desiring teachers of Philosophy are invited to correspond with the Dean of the School.

[For information in regard to other departments, see the *University Register*, which will be sent on application to the Registrar, Cornell University, Ithaca, N. Y.]

CORNELL UNIVERSITY



COURSES OF INSTRUCTION

IN THE

SAGE SCHOOL OF PHILOSOPHY

1897-98

ITHACA, N. Y.

PUBLISHED BY THE UNIVERSITY

1897

FACULTY
OF THE
SAGE SCHOOL OF PHILOSOPHY.

JACOB GOULD SCHURMAN, A.M., D.Sc., LL.D.,
President.

SAMUEL GARDNER WILLIAMS, A.B., Ph.D.,
Professor of Pedagogy.

THE REV. CHARLES MELLEN TYLER, A.M., D.D.,
Professor of the History and Philosophy of Religion and of Christian Ethics.

JAMES EDWIN CREIGHTON, A.B., Ph.D.,
Professor of Logic and Metaphysics.

EDWARD BRADFORD TITCHENER, M.A., Ph.D.,
Professor of Psychology, with Direction of the Psychological Laboratory.

JAMES SETH, M.A., D.Sc.,
Professor of Moral Philosophy.

WILLIAM ALEXANDER HAMMOND, A.M., Ph.D.,
Assistant Professor of Ancient and Mediæval Philosophy.

ERNEST ALBEE, A.B., Ph.D.,
Instructor in the History of Philosophy.

WALTER BOWERS PILLSBURY, A.B., Ph.D.,
Assistant in Psychology.

DAVID IRONS, M.A., Ph.D.,
Lecturer in Philosophy.

ADVANCED DEGREES CONFERRED IN 1896.

DOCTORS OF PHILOSOPHY.

- Brown, J. F., A.M., *now Instructor in Philosophy at the University of Indiana.*
- Hamlin, Alice Julia, A.B., *now Professor of Philosophy and Psychology, Mt. Holyoke College, Mass.*
- Major, D. R., B.S., *now Principal of High School, Frankfort, Ind.*
- Muir, Ethel, M.L., *now Professor-elect of Philosophy and Psychology at Mt. Holyoke College, Mass.*
- Pillsbury, W. B., A.B., *now Assistant in Psychology at Cornell University.*

GRADUATE STUDENTS

PURSUING STUDIES IN THE SAGE SCHOOL OF PHILOSOPHY FOR AN ADVANCED DEGREE.

- ²Allen, Mary Gannett—A.B., University of California, 1895, . . . Ph.D.
- ²Bentley, I. M.—B.S., Univ. of Nebraska, 1895, Ph.D.
- ‡Danforth, G. F.—Ph.B., Cornell University, 1890, Ph.D.
- ²Dolson, Grace Neal—A.B., Cornell University, 1896, Ph.D.
- ¹Gamble, Eleanor A. McC.—A.B., Wellesley College, 1889, . . . Ph.D.
- ‡Gerling, H. J.—B.L., Mo. State Univ., 1894, M.L. 1896, Ph.D.
- Howe, H. C.—B.L., Cornell Univ., 1893, Ph.D.
- ²Lefevre, A.—A.B., Univ. of Texas, 1894, Ph.D.
- Lingle, T. W.—A.B., Davidson College, 1893, Ph.D.
- Manahan, W.—A.B., Univ. of Manitoba, 1895, Ph.D.
- ‡Martin, Gertrude Shorb—Ph.B., Univ. of Michigan, 1894, . . . Ph.D.
- ‡Maury, Carlotta Joaquina—Ph.B., Cornell Univ., 1896, Ph.D.
- ¹Meiklejohn, A.—A.B., Brown Univ., 1893, A.M. 1895, Ph.D.
- ‡Mims, E.—B.A., Vanderbilt Univ., 1892, A.M. 1893, Ph.D.
- ‡Parker, Ada Belle—Ph.B., Syracuse Univ., 1893, Ph.M. 1894, . . . Ph.D.
- ²Robins, E. P.—A.B., Dalhousie College, 1895, A.M. 1896, Ph.D.
- Schiller, F. C. S.—M.A., Oxford, Eng., 1886, B.A., 1891, Ph.D.
- Sharp, Stella Emily—A.B., Wells College, 1895, Ph.D.
- ²Talbot, Ellen Bliss—A.B., Ohio State Univ., 1890, Ph.D.
- ¹Tower, C. V.—A.B., Brown Univ., 1893, A.M., 1895, Ph.D.

¹ Fellow.

² Graduate Scholar.

‡ Taking a 'minor' subject in Philosophy.

FOUNDATION OF THE SCHOOL.

The department of Philosophy is known as "THE SUSAN LINN SAGE SCHOOL OF PHILOSOPHY." This School owes its existence to the generosity of the Hon. Henry W. Sage, Chairman of the Board of Trustees. At a meeting of the Board, held on Oct. 22d, 1890, Mr. Sage signified his intention of adding to the endowment of the Susan Linn Sage Philosophical Professorship, which he had established in 1886 in memory of his wife, a further gift of \$200,000 to the department of Philosophy. His object was to provide permanently at Cornell University for philosophical instruction and investigation of the most varied kind and of the highest order. To that end he stipulated that the Trustees should, whenever it was needed, supplement the proceeds of his endowments with appropriations from the general funds of the University. The gift was made, and the legislation went into effect, in September, 1891.

ITS OBJECT.

The School is devoted to the free and unhampered quest and propagation of truth in regard to all those questions of human inquiry which are embraced by Logic, Psychology, Ethics, Pedagogy, Metaphysics, and the History and Philosophy of Religion. The evils of emphasizing certain portions of Philosophy to the practical exclusion of others, have become very apparent, though the advantages of specialization cannot be overestimated. It is the aim of this School to secure both comprehensiveness and thoroughness. All sides of Philosophy will be represented, and every method of discovering truth—observation, experiment, historical investigation, reflection, and speculation—will be welcome within its appropriate domain. To make the advantages of the School more accessible, scholarships and fellowships have been established, which are open to graduates of this and other universities. See under Fellowships and Scholarships, p. 19.

COURSES OF STUDY.

The following courses have been grouped with reference to the several University classes—Freshmen, Sophomores, Juniors, Seniors, and Graduates—and their presumable preparation for the work indicated. No ideal scheme will, however, be applicable to all cases, and the student in making his selection should consider both his actual attainments and his future plans, and, in all cases of doubt, consult with the professors and instructors.

I. COURSE PRIMARILY FOR SOPHOMORES.

1. **Psychology, Logic, Ethics.** T., Th., S., 11. Psychology, Fall Term. PROFESSOR TITCHENER. Logic, Winter Term. PROFESSOR CREIGHTON. Ethics, Spring Term. PROFESSOR SETH.

This course is intended as a general introduction to the study of Philosophy through its central disciplines. The course, or its equivalent, is required of all those who propose to take work in Philosophy during their Junior or Senior year.

In the Fall Term the class meets for lectures on Psychology by Professor Titchener, whose aim is at once to give an outline of what is established in the subject, and to remove obstacles from the path of beginners in mental science. Students who intend to enter upon this course are advised to take work in Physiology during their Freshman year. The lectures will be supplemented by experimental illustrations, and Titchener's *Outline of Psychology* used as a text-book in the course.

On the completion of this course at Christmas, Logic is taken up for the Winter Term. The lectures will present in an elementary way what is known regarding the general character of the thinking process and the methods by which thought actually proceeds to solve the problems presented to it. Considerable attention will also be given to the analysis of logical arguments and the detection of fallacies.

In the Spring Term Professor Seth will give a series of lectures on the development of Moral Ideals among mankind in primitive, ancient, and modern times. The object will be, through a concrete and historical study of actual moral conceptions, to awaken reflection upon the chief problem of Ethics—the nature of the Moral Ideal.

II. COURSES PRIMARILY FOR JUNIORS AND SENIORS.

2. **Experimental Psychology.** Lectures and Laboratory Work. M., 3:30-5:30, W., 3:30-5:30, Th., 9. PROFESSOR TITCHENER and DR. PILLSBURY.

The course will consist of three parts. (1) A drill-course in the psychology of sensation. From this the student will gain acquaintance with the most elementary mental processes, and facility in the handling of instruments of precision. (2) A drill-course in the psychophysics of action (reaction-time experiments). This will afford training in introspection, and in the control and rapid adjustment of the attention: thus doing for the mind what the previous part, regarded in its second aspect, does for the muscles. (3) Lectures on the psychophysical measurement-methods, with experimental illustrations

and exercises. The latter will, in some cases, consist in the original investigation by the student of simple psychological problems.

The course is complete in itself, and may therefore be taken by those who desire to go farther than Course 1, but have no wish to make a special study of psychology. It will naturally be useful also to those who intend to graduate with a psychological thesis, as a preliminary to the systematic work of Course 12. Sanford's *Laboratory Course* and Titchener's *Outline of Psychology* will be used as text-books by the class.

3. **History of Ancient and Mediæval Philosophy, with special reference to Plato and Platonism.** Lectures. T., Th., 12. ASSISTANT PROFESSOR HAMMOND.

This course will consider the various problems of Philosophy which presented themselves to the Greek mind, and the solutions which the Greeks offered in their historical systems, or fragments of systems, from Thales to the Neo-Platonists. After the discussion of Greek speculation, the question of the derivation of western philosophy from oriental sources will be discussed. Attention will also be given to the development of Greek thought in Rome—especially to Stoicism and Epicureanism. The course will further treat the leading features of Scholasticism.

4. **History of Philosophy.** Lectures, prescribed reading, and occasional essays. T., Th., S., 12. PROFESSOR CREIGHTON.

The lectures of this course will give a general account of the history of philosophical speculation from its origin among the Greeks to the present time. An attempt will be made to present the various philosophical systems in their relation to the science and general civilization of the ages to which they severally belong, and to estimate their social and political significance. After a rapid survey of philosophy during the Greek, Roman, and Mediæval periods, the greater part of the year will be devoted to the theories and problems of modern speculation. Among English philosophers, special attention will be given to Berkeley, and his *Principles of Human Knowledge* will be made the subject of detailed study and critical discussion by the class. It is proposed to give considerable time during the latter part of the course to a consideration of the speculative problems of the present century, and especially to an examination of the philosophical meaning and importance of the notion of Evolution or Development. Reading will be assigned from time to time, but there will be no class text-book.

3. Systematic Ethics. Lectures, discussions, and text-book study.
T. Th. S. 11 Fall and Winter Terms, 8 (Spring Term),
PROFESSOR STARR

An outline of ethical theory, based upon a critical study of the chief systems of ethics in the light of their historical development. The course will deal mainly with the Moral Ideal, but will include also some consideration of its application to the regulation of life, individual and social, and will close with a discussion of the metaphysical implications of morality. It will be founded principally upon Seth's *Study in Ethical Principles* with collateral reading.

4. Applied Ethics. Lectures. Th. 12. PROFESSOR TYLER.

In the early part of the year the lectures of this course will be devoted to a discussion of the practical value of the ethical ideals given by Stoicism, Utilitarianism, Aestheticism, Optimism, and Culture. The individualistic application of these ideals will then be considered, and the personal virtues—truthfulness, veracity, self-control, honor, etc.,—will be discussed. During the spring term the lectures of the course will treat of the bearing of moral standards upon Social Relations, the Duties of Citizenship, Riches and Poverty, Public Opinion, the Press, Government, and kindred topics. The lectures will keep in view the moral bearings of practical ethics and Christian civilization.

5. History of Religions. M. W. 11. PROFESSOR TYLER.

These lectures will be given in two courses, one hour each. They may be taken separately. The course on Mondays will deal with Primitive Religion, the origin of religious ideas, cults, and rites of Syria-Arabia and other peoples. De la Saussure's *Manual of the History of Religion* and the *History of Religions* by Dr. Allan Menzies will be used as text-books. The course on Wednesdays will deal with Comparative History of Religion: the Religions of India, Egypt, China, Greece, and Rome. The hour may be changed from 12 to 3 P. M., if the class prefer.

6. The Institutes of Education. Lectures. M. W., F., 2. PROFESSOR WILLIAMS.

In this course, education is treated first as to its aims, its principles, and its means, then the standpoint of the physical, intellectual, and moral nature of man. From this treatment is deduced a philosophy of method, which, applied first to the four great groups into which school subjects may be divided, is then illustrated fully by a sufficient number of special branches. In connection with this, the various operations of the class-room are discussed, the conduct of recita-

tions, the art of questioning, of exposition, and of illustration, and the mode of examining. During the entire course, frequent dissertations on important points treated in the lectures, are required from every member; and in the last half of the year, one third of the time is devoted to practice work conducted by the members of the class in turn. Course 1, or its equivalent, is required for entrance to this course.

Reading Courses :—

9. **The Dialogues of Plato: the Republic and Theætetus in the Original Text.** M., W., F., 10. ASSISTANT PROFESSOR HAMMOND.

This course is intended for students of Greek Literature as well as of Greek Philosophy. The dialogues above named will be read rapidly through, attention being directed both to matter and form. Members of the class will be required to prepare, from time to time, essays on themes connected with the work in hand. The Teubner text is recommended, and Pater's *Plato and Platonism* (published by The Macmillan Co., New York) will be used as a commentary. If the members of the class so elect, Aristotle's *Nicomachean Ethics* may be read instead of the Dialogues of Plato.

10. **Reading of Psychology, in French, German or Italian.** T., 9. PROFESSOR TITCHENER or DR. PILLSBURY.

The aim of this course is to introduce students to the terminology and literature of foreign psychology. The books that have been already used in the course are: Wundt's *Essays*, Fechner's *Elemente der Psychophysik*, Grosse's *Anfänge der Kunst*, Ribot's *Psychologie de l'attention*, and Sergi's *Principi di psicologia*.

11. **Rapid Reading of German Philosophy.** S., 11. DR. ALBRE.

The primary aim of this course is to render the student assistance in gaining a knowledge of German philosophical terms. Paulsen's *Einleitung in die Philosophie* will be translated and discussed in class.

III. COURSES PRIMARILY FOR SENIORS AND GRADUATES.

12. **Systematic Psychology.** Lectures, essays, and experimental illustrations. M., W., F. PROFESSOR TITCHENER and DR. PILLSBURY.

The object of the course is twofold: to give the student a complete, if tentative, system of psychology, based upon the results of the experimental investigation of consciousness; and at the same time, by copious references to rival theories, to orientate him in experimental psychological literature.

5. **Systematic Ethics.** Lectures, discussions, and text-book study. T., Th., S., 11 (Fall and Winter Terms), 8 (Spring Term), PROFESSOR SETH.

An outline of ethical theory, based upon a critical study of the chief systems of ethics, in the light of their historical development. The course will deal mainly with the Moral Ideal, but will include also some consideration of its application to the regulation of life, individual and social, and will close with a discussion of the metaphysical implications of morality. It will be founded principally upon Seth's *Study of Ethical Principles*, with collateral reading.

6. **Applied Ethics.** Lectures. Th., 12. PROFESSOR TYLER.

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8. **The Institutes of Education.** Lectures. M., W., F., 2. PROFESSOR WILLIAMS.

In this course, education is treated first as to its aims, its principles, and its means, from the standpoint of the physical, intellectual, and moral nature of man. From this treatment is deduced a philosophy of method, which, applied first to the four great groups into which school subjects may be divided, is then illustrated fully by a sufficient number of special branches. In connection with this, the various operations of the class-room are discussed, the conduct of recita-

tions, the art of questioning, of exposition, and of illustration, and the mode of examining. During the entire course, frequent dissertations on important points treated in the lectures, are required from every member ; and in the last half of the year, one third of the time is devoted to practice work conducted by the members of the class in turn. Course 1, or its equivalent, is required for entrance to this course.

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9. **The Dialogues of Plato : the Republic and Theætetus in the Original Text.** M., W., F., 10. ASSISTANT PROFESSOR HAMMOND.

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Essays will be written by the class on psychological questions. The most valuable of these may be published; six have already appeared in *Mind* and *The Philosophical Review*. There will be no text-book, but members of the class will be expected to be familiar with Wundt's *Human and Animal Psychology*, Sully's *Human Mind*, and Külpe's *Outlines of Psychology*.

The course may be taken by any student who has had Courses 1 and 2, or their equivalents. It must be taken by all those who undertake advanced work in the psychological laboratory (cf. 24, below). It will also be found useful by teachers, as a basis for work in pedagogy.

13. **Locke's Essay concerning Human Understanding, Hume's Treatise of Human Nature, and Leibniz's Philosophical Works.** Informal lectures, discussions, and essays. T., Th., S., 10. DR. ALBEE.

The design of this course is to prepare Juniors and Seniors, and graduate students who have not had a similar course, for more advanced work in Philosophy. More particularly, the course is intended as a preparation for the study of Kant's *Critique of Pure Reason*. The works above mentioned will be read and discussed with the class, the object being to lead the students fully to understand them and sympathetically to estimate their value. Special subjects will be assigned to the members of the class, and essays will be expected at the end of each term. The text-books used will be Locke's *Essay* (Bohn edition, 2 vols.), Hume's *Treatise of Human Nature* (Clarendon Press), and Leibniz's *Philosophical Works* (Duncan's translation, Tuttle, Morehouse, & Taylor, New Haven). This course is open to students who have taken, or are taking, course 4 or an equivalent.

14. **The Critical Philosophy of Kant.** Lectures, discussions, and essays. M., W., 9. DR. ALBEE.

This course will presuppose a knowledge of the History of Philosophy and a fair acquaintance with Locke's *Essay*, Berkeley's *Principles of Human Knowledge*, Hume's *Treatise of Human Nature* (Bk. I), and the minor Philosophical Works of Leibniz (as, *e. g.*, contained in Duncan's translation). The greater part of the year will be devoted to the careful study of the *Critique of Pure Reason*, Müller's translation (published by The Macmillan Co.) being used in class. Frequent references will be given to standard commentaries and to the more recent literature of the subject. Toward the end of the year, the attempt will be made to show as clearly as possible the relation in

which the three Critiques of Kant stand to each other. Instruction will be given mainly by lectures, but there will be opportunity for frequent discussions, and outside reading will be assigned from time to time. An essay will be expected at the end of each term.

15. **History of Ethics.** Lectures, essays, and discussions. W., F.,
II. PROFESSOR SETH.

A study of the course of ethical reflection, with special reference to the development of the several theories in their relations to one another and to the general influences of their time. The class will use Sidgwick's *History of Ethics* as a general text-book.

16. [**Post-Kantian Idealism : Fichte's Wissenschaftslehre, Schelling's System des transcendentalen Idealismus, Hegel's Wissenschaft der Logik.** 3 hrs. PROFESSOR CREIGHTON.]
This course was given in 1896-97, and will be repeated in 1898-99.

17. **Logical Theory.** M., W., 12. PROFESSOR CREIGHTON.

This course will offer direction to advanced students in studying the recent contributions to logical theory by such writers as Lotze, Sigwart, and Wundt in Germany, and Bradley and Bosanquet in England. There will be no formal lectures, but the class work will consist of reports by the students upon prescribed reading from the works of the authors above mentioned, and of an attempt, under the guidance of the professor, to compare and critically estimate the value of the various theories thus presented. A carefully prepared paper, dealing exhaustively with some particular problem growing out of the class work, will be required at the end of each term.

18. **German Pessimism, with special reference to Schopenhauer and E. von Hartmann.** Lectures, discussions, and essays.
T., Th., II. DR. ALBEE.

In this course, instruction will be given mainly by lectures, but the student will be expected to read Schopenhauer's *World as Will and Idea*, and von Hartmann's *Philosophy of the Unconscious* (translations of both published by Trübner & Co.). While these two representative works will be treated somewhat in detail in the lectures, the attempt will be made to show the ethical and social significance of modern Pessimism, and to assist the student in defining his own position with reference to the problems involved.

Essays will be written by the class on psychological questions. The most valuable of these may be published; six have already appeared in *Mind* and *The Philosophical Review*. There will be no text-book, but members of the class will be expected to be familiar with Wundt's *Human and Animal Psychology*, Sully's *Human Mind*, and Külpe's *Outlines of Psychology*.

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A study of the course of ethical reflection, with special reference to the development of the several theories in their relations to one another and to the general influences of their time. The class will use Sidgwick's *History of Ethics* as a general text-book.

16. [**Post-Kantian Idealism : Fichte's Wissenschaftslehre, Schelling's System des transcendentalen Idealismus, Hegel's Wissenschaft der Logik.** 3 hrs. PROFESSOR CREIGHTON.]
This course was given in 1896-97, and will be repeated in 1898-99.

17. **Logical Theory.** M., W., 12. PROFESSOR CREIGHTON.

This course will offer direction to advanced students in studying the recent contributions to logical theory by such writers as Lotze, Sigwart, and Wundt in Germany, and Bradley and Bosanquet in England. There will be no formal lectures, but the class work will consist of reports by the students upon prescribed reading from the works of the authors above mentioned, and of an attempt, under the guidance of the professor, to compare and critically estimate the value of the various theories thus presented. A carefully prepared paper, dealing exhaustively with some particular problem growing out of the class work, will be required at the end of each term.

18. **German Pessimism, with special reference to Schopenhauer and E. von Hartmann.** Lectures, discussions, and essays.
T., Th., II. DR. ALBEE.

In this course, instruction will be given mainly by lectures, but the student will be expected to read Schopenhauer's *World as Will and Idea*, and von Hartmann's *Philosophy of the Unconscious* (translations of both published by Trübner & Co.). While these two representative works will be treated somewhat in detail in the lectures, the attempt will be made to show the ethical and social significance of modern Pessimism, and to assist the student in defining his own position with reference to the problems involved.

19. Recent Metaphysical Theories. W., II. DR. IRONS.

It is proposed to give some account of the rise of 'Hegelianism' in England and of the revolt from this school on the part of some contemporary philosophical writers. Mr. Bradley's book *Appearance and Reality* will be discussed at length, its relation to previous metaphysical movements being kept in view. Finally, an attempt will be made to ascertain how far 'Hegelians' and the 'critics' of Hegelianism have influenced each other, and thus to estimate the significance of recent discussions for the development of metaphysical theory.

20. Philosophy of Religion. (a) Lectures. (b) Discussions and essays. Th., 4-6. T., 12. PROFESSOR TYLER.

In section (a) the grounds of religious belief—metaphysical, ethical, aesthetical, and spiritual—will be treated in as popular a style as the nature of the subject will permit. The last few minutes of the lecture hour may be occupied by the asking of questions. In section (b) Martineau's *Study of Religion* and Lotze's *Outlines of the Philosophy of Religion* will be made the basis of work. Pfleiderer, Max Müller, Reville, and other writers will be consulted. In this section there is extended the privilege of free discussion, and short papers will from time to time be read and discussed.

21. School Supervision. Lectures. Spring Term. W., F., 3. PROFESSOR WILLIAMS.

This course is devoted to the organization, classification, management, and supervision of schools, the arrangement of courses of study, school buildings and appliances, school hygiene, and school economy. It should be preceded by course 8.

22. Pedagogical Conference. Winter and Spring Terms. Th., 3-5. PROFESSOR WILLIAMS.

This course, which is intended as supplementary to course 8, can be taken only by those who have pursued, or are pursuing, that course. The work consists, in part, of a visitation of schools, with criticisms and discussions of their spirit and methods; in part, of the preparation of plans for teaching certain branches; in part, also, of the investigation of educational subjects and national systems, with the preparation of extended reports embodying results.

23. The History of Education. Lectures. T., Th., 2. PROFESSOR WILLIAMS.

In this course, the history of education is treated as a vital part of the history of civilization, and with reference to the ideals by which

the life, as well as the education, of nations has been controlled; the educational views of eminent writers of ancient and modern times are carefully analyzed and compared; the lives, services, and experiments of noteworthy teachers are discussed; and through all these means an attempt is made to approach the philosophy of education on the historic side. During the year dissertations are required on points of special interest in educational history, and most of the time in the last half of the course is devoted to practice work conducted by members of the class in turn. It is essential to success in this course that the student should have a fair knowledge of general history, and it has not generally been found expedient to undertake it earlier than the senior year.

IV. SEMINARIES.

24. **Seminary for Psychology, and Advanced Laboratory Work.**
Afternoons, except S., 2-6; M., W., F., 10-12. PROFESSOR
TITCHENER and DR. PILLSBURY.

(a) *Graduate Section*—The seminary will meet weekly, in three sections, for the critical and historical discussion of psychological questions. These will, for the most part, be chosen with reference to thesis-subjects for advanced degrees. Theses need not necessarily be experimental; but students who graduate without undertaking original research in the laboratory must have taken Course 2 or its equivalent. The time of the seminary will be chiefly devoted to the consideration of the experimental work performed in the afternoon hours. Reports of progress will be presented by the leaders of research-groups, and criticism and suggestion invited from investigators concerned with other problems than that immediately before the seminary.

(b) *Undergraduate Section*—Special hours will be set apart for the detailed consideration of problems arising out of the lectures of Course 11 and for reports of progress in undergraduate thesis-work, experimental or historical. In the Senior laboratory work, minor problems will be chosen to suit the inclination and attainment of students. The professor or his assistant will take constant part in all investigations in progress.

25. **Seminary in Metaphysics and the History of Philosophy.**
Two hours. PROFESSOR CREIGHTON and ASSISTANT PROFESSOR HAMMOND.

Aristotle's *Metaphysics* will be made the basis of work. Special themes growing out of the study of this treatise will be selected by, or assigned to, members of the Seminary for minute research. It is proposed to discuss in the course of the year the main elements, as far as possible, in the structure and history of the Aristotelian system. The *Metaphysics* will be read in translation. As there is no English ver-

sion which can be recommended, Bouitz's translation (published by Georg Reimer, Berlin) will be used as the regular class text. The following translations are also recommended: Barthélemy Saint-Hilaire (Librairie Felix Alcan, Paris) and Schwegler (Tübingen,—out of print and difficult to obtain).

Regular appointments will further be made by PROFESSORS CREIGHTON and HAMMOND with students who are writing theses in Metaphysics or the History of Philosophy for either a baccalaureate or an advanced degree.

26. Ethical Seminary. Two hours. PROFESSOR SETH.

The subject will be in alternate years: (a) A topical study of one or more of the chief problems of Ethics, with special reference to recent and contemporary solutions. (To be given in 1898-99).

(b) A study of one of the great ethical treatises, or of some movement of ethical thought, chosen with reference to the needs of students, especially those engaged in thesis work. (To be given in 1897-98).

In addition to the above course, regular appointments will be made with students (graduate or undergraduate) who are writing theses in Ethics.

27. Pedagogical Seminary. Two hours a week. PROFESSOR WILLIAMS.

This course is intended to afford to those who have pursued courses 8 and 23 with success, and who have a ready command of German, an opportunity to examine critically certain approved works of German pedagogy. The ideas gained by the members of the class from their work will be freely discussed at the weekly meetings, and papers will be called for on topics thus suggested.

28. Seminary for the History and Philosophy of Religion. Two hours a week. PROFESSOR TYLER.

In this course, graduate students who have undertaken theses on the History or Philosophy of Religion will be assisted in the work of investigation.

RELATED COURSES.

In addition to the foregoing courses, which are given by the Faculty of the Sage School of Philosophy, students are free to select any of the courses given in other departments of the University. A schedule of the various courses offered in the University may be had by applying to the Registrar. The professors of Philosophy will be glad to advise their students in the selection of related subjects.

PHILOSOPHICAL CLUB.

Membership in the Philosophical Club is open to Graduate Students in the Sage School of Philosophy and to Undergraduates elected by them. The purpose of the club is to promote acquaintance and good-fellowship among the students of Philosophy in the University, and to provide an organization for the presentation of papers and the discussion of philosophical problems of present interest.

THE PSYCHOLOGICAL LABORATORY.

The Psychological Laboratory (Morrill Hall) consists of a suite of nine rooms, occupying a space of approximately 140 x 45 feet. Every room is connected with every other by a thirty-fold system of telegraph wires, so that two or more rooms can be employed in a single investigation, in accordance with the plan followed at the Leipsic Institute. Room I (46 x 19 feet, lighted from the east, south and west, accessible from the first corridor and from room II) contains the optical apparatus of the Laboratory. Room II (20 x 8 feet, lighted from the west, accessible from the corridor and from Rooms I and II) is at present used as an office. Room III (46 x 19 feet, lighted from the east and west, accessible from the corridor and from Rooms II and IV) contains the acoustic apparatus. It can be connected by an acoustic tube with Room V. Room IV (12 x 24 feet, lighted from the west, accessible from Rooms III, V and VII) is fitted up for experiments upon haptics, and contains the necessary apparatus. Room V (18 x 24 feet, accessible from Rooms IV and VI) is a dark chamber, within which stands a smaller, movable chamber, capable of being still further darkened. The ventilation of the chamber (east and west, above and below) is so contrived that no light enters through the air shafts. Room VI (18 x 24 feet, accessible from Rooms V and VII, lighted from the east) is a workshop and storeroom. Room VII (42 x 29 feet, lighted from east and west, accessible from Rooms IV and VII and from the second corridor) is the Laboratory lecture-room. Room VIII (24 x 19 feet, lighted from the west, accessible from second and third corridors) is the professor's office. It contains his private library, the books of which are always at the disposal of students. Room IX (22 x 19 feet, lighted from the east, accessible from the third corridor and from Room VIII) is the registration room, and contains the recording and testing apparatus employed in chronometrical investigations.

For chronometrical experiments, Room IX can be paired with Room I, III, IV, V or VII; the latter being, in each case, the reacting room. Research work can be carried on in Rooms I, III, IV and V.

Room VIII offers facilities for demonstrations, and for the building-up and testing of apparatus previously to its actual use.

Room I is furnished with two reacting tables, a work table, and three instrument cases; Room III with a reaction table, a work table, two instrument cases, a piano, a harmonical, etc.; Room IV with a couch, two specially designed work tables, and an instrument case; Room V with the movable chamber mentioned above, shelves and a work table, all blackened, together with a combination tilt-board and rotation table; Room VI with a bench, a large store closet, and a closet containing battery cells. Here, too, is the general Laboratory switch-board. Room VII has a seating capacity of over 100. It is now arranged to accommodate forty students for purposes of class experiment, and contains a draughting table and two chart cases. Room IX has a large table for the Hipp chronoscopes and their accessories, a smaller table for the large Krille control hammer, and a Zimmermann chronograph. All the rooms are lighted by incandescent lamps. Rooms I, V and VI have water; Rooms I, III, V, VI and VII gas; and Room V two arc lights.

A full inventory of apparatus which is in preparation, and which will be furnished upon application, will indicate the present resources of the Laboratory. It is unusually well provided with acoustic and haptical apparatus; while it is adequately equipped with the instruments necessary in other lines of research. The equipment is undergoing continual improvement, and apparatus needed for special work is at once procured. The professor and his assistant take part in all investigations in progress.

THE SEMINARY ROOM.

An adequately furnished and commodious room has been set apart in the Library Building for the exclusive use of advanced students in Philosophy. It contains working tables with lockers, which are assigned to members of the Seminary, is lighted by incandescent lamps, and is open from 8 a. m. to 9:30 p. m. It is provided with a well-selected library containing complete sets of leading Philosophical journals, lexicons and other books of reference, and the more important works in the several branches of Philosophy. The current numbers of the Philosophical journals are also to be found in the room. This special library of Philosophy is being constantly enlarged, and books not already on the shelves, when required by students for the prosecution of their work, are usually ordered at once.

THE PHILOSOPHICAL REVIEW.

Besides instruction and investigation, the School of Philosophy undertakes also the work of publication. The Philosophical Review,

under the editorship of President Schurman, Professor Creighton, and Professor Seth, with the co-operation of their colleagues in the School, appears once in two months. A large part of the material of the *Review* is contributed by the professors, instructors, fellows, and graduates in the Sage School of Philosophy. It is found that this journal, standing thus in the closest connection with the School, is a very powerful stimulus to students, whose constant intercourse with the members of the staff, who are engaged in writing and planning for it, enables them to keep abreast of current philosophical problems and discussions. The *Review* also furnishes advanced students with a medium of publication. The results of original investigations which have been accepted for the doctor's degree are, in some cases, published in it.

PUBLICATIONS

BY THE FACULTY AND STUDENTS OF THE SAGE SCHOOL OF PHILOSOPHY, JUNE 1, 1896, TO JUNE 1, 1897.

- ALBEE, DR. E.—Gay's Ethical System, *Phil. Rev.*, VI, 2.
- CREIGHTON, PROFESSOR J. E.—Wundt's *Lectures on Human and Animal Psychology*, translated by J. E. Creighton and E. B. Titchener. Second and revised edition. Mr. Gladstone and Bishop Butler, *Book Reviews*, January, 1897. Is the Transcendental Ego an Unmeaning Conception? *Phil. Rev.*, VI, 2. *Philosophical Review*, editor. *Kant-Studien*, American editor.
- HAMLIN, DR. ALICE JULIA.—Attention and Distraction, *Amer. Journal of Psychology*, VIII, 1. An Attempt at a Psychology of Instinct, *Mind*, VI, N. S. No. 21.
- HAMMOND, ASSISTANT PROFESSOR W. A.—Positivism and the History of Philosophy, *The Dial*, 1897.
- IRONS, DR. D.—The Nature of Emotion. *Phil. Rev.*, VI, 3.
- LEIGHTON, DR. J. A.—Hegel's Conception of God, *Phil. Rev.*, V, 6.
- MOYER, F. E.—Some Forms of Stimulus Distraction, *Amer. Journal of Psychology*, VIII, 3.
- PARRISH, MISS C. S.—Localization of Cutaneous Impressions by Arm Movement without Pressure upon the Skin, *Amer. Journal of Psychology*, VIII, 2.
- PILLSBURY, DR. W. B.—Kölpe's *Introduction to Philosophy*, translated by W. B. Pillsbury and E. B. Titchener. Swan Sonnenschein, 1897. A Study in Apperception, *Amer. Journal of Psychology*, VIII, 3.
- SETH, PROFESSOR J.—Is Pleasure the Summum Bonum? *International Jour. of Ethics*, July, 1896. The Educational Value of Examina-

tions, *Educational Review*, Sept., 1896. The Standpoint and Method of Ethics, *Phil. Rev.*, VI, 3. *Philosophical Review*, editor.

TITCHENER, PROFESSOR E. B.—Wundt's *Lectures on Human and Animal Psychology*, translated by J. E. Creighton and E. B. Titchener. Second and revised edition. Külpe's *Introduction to Philosophy*, translated by W. B. Pillsbury and E. B. Titchener. Swan Sonnenschein, 1897. An Outline of Psychology. 1st and 2d eds. London and New York: The Macmillan Company, 1896 and 1897; pp. xiv, 352. *Mind*, editor. *American Journal of Psychology*, editor. Scientific Psychology, *N. Y. Medical Record*. The Munich Congress, *Amer. Journal of Psychology*, VIII, 1. The Problem of the Sense Qualities, *Nature*, Vol. 55, No. 1422.

TYLER, PROFESSOR C. M.—The Historic and Ideal Bases of Religious Belief: G. P. Putnam's Sons, 1897.

WILLIAMS, PROFESSOR S. G.—History of Modern Education. Second edition, revised and enlarged.

THE LIBRARY.

The University Library contains over one hundred and eighty-six thousand volumes, besides thirty-two thousand pamphlets. Cards of admission to the shelves in the stack-rooms are issued by the librarian to graduate students for purposes of consultation and research, and also to members of the senior or junior classes upon the recommendation of any professor under whom they may be engaged in advanced work. The more prominent philosophical journals,—American, English, French, German, and Italian,—are kept on file in the Periodical Room. The income of an endowment of three hundred thousand dollars, the gift of Hon. Henry W. Sage, is devoted to the increase of the Library, and a fair share of this is employed in supplementing the already extensive philosophical literature on the shelves. During the last year a large collection (2,000) of special treatises, dissertations, and reprints of important articles, on Greek and Roman Philosophy, was added to the Library and is now conveniently catalogued and accessible for special research. The Library is further particularly rich in works on Plato, Spinoza, and Kant, and the various disciplines of philosophy are fully represented. The Reading Room, which is open to students daily from 8 A. M. to 9:30 P. M., contains a carefully selected reference library of eight thousand volumes and ample accommodations for two hundred and twenty readers. All students of the University have free access to the shelves

of this reference library, but apply at the desk for other works they may desire. The reference library comprises encyclopædias, dictionaries, and standard works in all departments of study, together with books designated by professors for collateral reading in the various courses of instruction. Adequate space is reserved here for the classical literature of philosophy, and for such special treatises as the professors in this subject may from time to time recommend for the use of students.

EXPENSES.

Tuition (an annual fee of \$100) is free to students with state scholarships. The cost of living in Ithaca, including board, room, fuel, and lights, varies from \$4 to \$10 per week. The cost for board, rent of furnished room, fuel, and lights, at Sage College, which is exclusively for women, varies from \$5 to \$6.50 a week. A fair estimate of the yearly expenses is from \$300 to \$500, but much depends upon the personal tastes of the student.

FELLOWSHIPS AND SCHOLARSHIPS.

For the encouragement of higher studies and research in every branch represented by the School of Philosophy, there have been established for award to distinguished graduates of this and other Universities, six graduate scholarships of the annual value of \$300 each, and three fellowships of the annual value of \$500 each, both scholarships and fellowships being tenable for one year, but subject to renewal in exceptional cases. The graduate scholarships are intended for college graduates who, during their undergraduate course or subsequently, have given evidence of special attainments in any department of Philosophy. The fellowships are ordinarily awarded to those who have already distinguished themselves as scholars. The appointment of scholars and fellows for the ensuing year will be made by the 1st of June, 1897. Applications, which must be sent in not later than the 15th of May, should be addressed to the Registrar, Cornell University, Ithaca, N. Y.

The application of the candidate for a scholarship or a fellowship should contain a full statement of the branches of study he intends to pursue, if appointed; and if he has produced any article that could be put in evidence for him, a copy should accompany his application. Those candidates who are graduates of other colleges or universities than Cornell, should submit recommendations from the instructors *best acquainted with their ability and attainments*. It should be *borne in mind by such applicants that information cannot be too exact*.

or full in the case of students not personally known to the appointing body. The list of applicants is large, and the Faculty desires to be aided in every way in making its selection. Blank forms for application may be obtained from the Registrar.

DEGREES.

I. The degree of Master of Arts is conferred on those who have taken the corresponding baccalaureate degree here, or at some other college or university where the requirements for that degree are equal to those of this University, on the following conditions :

Candidates must spend at least one year at this University in pursuance of an accepted course of study. They must present a satisfactory thesis and pass a satisfactory examination on the major and minor subjects chosen for the degree.

II. The degree of Doctor of Philosophy is conferred on graduates of this University, and of other universities and colleges whose requirements for the baccalaureate degree are equal to those of this University, on the following conditions :

1. In order to become a candidate, the applicant must have pursued a course of study equal to that required for graduation in this University with the degree of A.B.

2. The candidate is generally required to spend at least three years at the University pursuing a course of study marked out by the Faculty. A year of graduate work in a university elsewhere may, by a special vote of the Faculty, be accepted in place of a year's work in this University.

3. The candidate must present a thesis of such a character as shall display power of original and independent investigation, and must pass the requisite final examinations on one major and two minor subjects.

4. Candidates for advanced degrees may select as their major subject any of the following :

α. Logic and Metaphysics.

β. Psychology.

γ. Moral Philosophy.

δ. Historical and Psychological Pedagogy.

ε. The History of Religion and the History of Philosophy.

5. Candidates for advanced degrees may select as their first minor subject any one of the following which is not identical with, or included in, the major :—

α. Psychology, historical or experimental.

β. Moral Philosophy.

γ. History of Philosophy.

- δ. The History and Philosophy of Religion.
- ε. Historical and Psychological Pedagogy.
- ζ. Greek Philosophy.

TEACHERS.

Institutions desiring teachers of Philosophy are invited to correspond with Professor Creighton, Chairman of the Faculty of the School.

Superintendents of Schools and Boards of Trustees desiring teachers for secondary schools, normal schools, or colleges, are requested to correspond with the Professor of Pedagogy.

[For information in regard to other departments, see the *University Register*, which will be sent on application to the Registrar, Cornell University, Ithaca, N. Y.]

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CORNELL UNIVERSITY

COURSES OF INSTRUCTION

IN THE

SAGE SCHOOL OF PHILOSOPHY

1898-9

ITHACA, N. Y.

PUBLISHED BY THE UNIVERSITY

1898

FACULTY
OF THE
SAGE SCHOOL OF PHILOSOPHY.

JACOB GOULD SCHURMAN, A.M., D.Sc., LL.D.,
President.

THE REV. CHARLES MELLEN TYLER, AM., D.D.,
Professor of the History and Philosophy of Religion and of Christian Ethics.

JAMES EDWIN CREIGHTON, A.B., Ph.D.,
Professor of Logic and Metaphysics.

EDWARD BRADFORD TITCHENER, M.A., Ph.D.,
Professor of Psychology, with Direction of the Psychological Laboratory.

JAMES SETH, M.A., D.Sc.,
Professor of Moral Philosophy.

CHARLES DE GARMO, Ph.D.,
Professor of the Science and Art of Education.

WILLIAM ALEXANDER HAMMOND, A.M., Ph.D.,
Assistant Professor of Ancient and Mediæval Philosophy.

ERNEST ALBEE, A.B., Ph.D.,
Instructor in the History of Philosophy.

DAVID IRONS, M.A., Ph.D.,
Instructor in Philosophy.

I. M. BENTLEY, B.S.,
Instructor in Psychology.

Assistant in Psychology.

ADVANCED DEGREES CONFERRED IN 1897.

DOCTOR OF PHILOSOPHY.

Meiklejohn, A., A.B., *now Instructor in Philosophy at Brown University, Providence, R. I.*

GRADUATE STUDENTS

PURSUING STUDIES IN THE SAGE SCHOOL OF PHILOSOPHY FOR AN ADVANCED DEGREE.

Bentley, I. M.—B.S., University of Nebraska, 1895,	Ph.D.
² Bode, B.—A.B., University of Michigan, 1897,	Ph.D.
†Brooks, R. C.—A. B., Indiana University, 1896,	Ph.D.
†Danforth, G. F.—Ph.B., Cornell University, 1890,	Ph.D.
Dolson, Grace Neal—A.B., Cornell University, 1896,	Ph.D.
Gamble, Eleanor A. McC.—A.B., Wellesley College, 1889,	Ph.D.
†Gerling, H. J.—B.L., P.B., LL.B., Mo. State Univ., 1894, M.L., 1896,	Ph.D.
†Hunter, Marion—B.L., University of Michigan, 1896,	Ph.D.
¹ Lefevre, A.—A.B., University of Texas, 1894,	Ph.D.
Lingle, T. W.—A.B., Davidson College, 1893, A.M., 1895,	Ph.D.
¹ Manahan, W.—A.B., University of Manitoba, 1895,	Ph.D.
†Martin, Gertrude S.—Ph.B., Univ. of Michigan, 1894,	Ph.D.
†Maury, Carlotta J.—Ph.B., Cornell University, 1896,	Ph.D.
†Mims, E.—B.A., Vanderbilt Univ., M.A., 1893,	Ph.D.
² Moore, Vida F.—Ph.B., Wesleyan Univ., 1893, M.S., 1897,	Ph.D.
² Nutt, A. C.—Ph.B., Ohio State University, 1897,	Ph.D.
² Robins, E. P.—B.A., Dalhousie College, 1895, M.A., 1896,	Ph.D.
² Rogers, Lalla R.—B.L., Mo. State University, 1897,	Ph.D.
² Sharp, Stella E.—A.B., Wells College, 1895,	Ph.D.
¹ Talbot, Ellen B.—A.B., Ohio State University, 1890,	Ph.D.
Tower, C. V.—A.B., Brown Univ., 1893, A.M., 1895,	Ph.D.

¹ Fellow.

² Graduate Scholar.

†Taking a 'minor' subject in Philosophy.

FOUNDATION OF THE SCHOOL.

The department of Philosophy is known as "THE SUSAN LINN SAGE SCHOOL OF PHILOSOPHY." This School owes its existence to the generosity of the Hon. Henry Williams Sage, late Chairman of the Board of Trustees. At a meeting of the Board, held on Oct. 22, 1890, Mr. Sage signified his intention of adding to the endowment of the Susan Linn Sage Philosophical Professorship, which he had established in 1886 in memory of his wife, a further gift of \$200,000 to the department of Philosophy. His object was to provide permanently at Cornell University for philosophical instruction and investigation of the most varied kind and of the highest order. To that end he stipulated that the Trustees should, whenever it was needed, supplement the proceeds of his endowments with appropriations from the general funds of the University. The gift was made, and the legislation went into effect, in September, 1891.

ITS OBJECT.

The School is devoted to the free and unhampered quest and propagation of truth in regard to all those questions of human inquiry which are embraced by Logic, Psychology, Ethics, Science and Art of Education, Metaphysics, and the History and Philosophy of Religion. The evils of emphasizing certain portions of Philosophy to the practical exclusion of others, have become very apparent, though the advantages of specialization cannot be overestimated. It is the aim of this School to secure both comprehensiveness and thoroughness. All sides of Philosophy will be represented, and every method of discovering truth—observation, experiment, historical investigation, reflection, and speculation—will be welcome within its appropriate domain. To make the advantages of the School more accessible, scholarships and fellowships have been established, which are open to graduates of this and other universities. See under Fellowships and Scholarships, p. 20.

COURSES OF STUDY.

The following courses have been grouped with reference to the several University classes—Freshmen, Sophomores, Juniors, Seniors, and Graduates—and their presumable preparation for the work indicated. No ideal scheme will, however, be applicable to all cases, and the student in making his selection should consider both his actual attainments and his future plans, and in all cases of doubt consult with the professors and instructors.

Psychological courses will be found under the numbers 1, 2, 11, 13, 14, 28 ; courses in *Logic* under numbers 1, 20 ; courses in *Ethics* under numbers 1, 6, 7, 21, 31 ; courses in the *History of Philosophy* under numbers 3, 4, 5, 10, 12, 15, 16, 17, 18, 19, 22, 23, 24, 29, 30 ; courses in the *History and Philosophy of Religion* under numbers 8, 25, 33 ; courses in the *Science and Art of Education* under numbers 9, 26, 27, 32 ; *Reading Courses* under numbers 11, 12.

I. COURSE PRIMARILY FOR SOPHOMORES.

1. **Introduction to Philosophy: Psychology, Logic, Ethics.** T., Th., S., 11, *Library Lecture Room*. Psychology, Fall Term. PROFESSOR TITCHENER. Logic, Winter Term. PROFESSOR CREIGHTON. Ethics, Spring Term. PROFESSOR SETH.

This course is intended as a general introduction to the study of Philosophy through its central disciplines. The course, or its equivalent, is required of all those who propose to take work in Philosophy during their Junior or Senior year.

In the Fall Term the class meets for lectures on Psychology by Professor Titchener, whose aim is at once to give an outline of what is established in the subject, and to remove obstacles from the path of beginners in mental science. Students who intend to enter upon this course are advised to take work in Physiology during their Freshman year. The lectures will be supplemented by experimental illustrations, and Titchener's *Outline of Psychology* used as a textbook in the course.

On the completion of this course at Christmas, Logic is taken up for the Winter Term. The lectures will present in an elementary way what is known regarding the general character of the thinking process and the methods by which thought actually proceeds to solve the problems presented to it. Considerable attention will also be given to the analysis of logical arguments and the detection of fallacies.

In the Spring Term, Professor Seth will give a series of lectures on the development of moral ideals among mankind in primitive, ancient, and modern times. The object will be, through a concrete and historical study of actual moral conceptions, to awaken reflection upon the chief problem of Ethics—the nature of the Moral Ideal.

II. COURSES PRIMARILY FOR JUNIORS AND SENIORS.

2. **Experimental Psychology.** Lectures and Laboratory Work. M., W., F., 3, *Laboratory Lecture Room*. PROFESSOR TITCHENER, MR. BENTLEY, and MR. ———.

The course will consist of three parts. (1) A drill-course in the psychology of sensation. From this the student will gain acquaintance

with the most elementary mental processes, and facility in the handling of instruments of precision. (2) A drill-course in the psychophysics of action (reaction-time experiments). This will afford training in introspection, and in the control and rapid adjustment of the attention: thus doing for the mind what the previous part, regarded in its second aspect, does for the muscles. (3) Lectures on the psychophysical measurement-methods, with experimental illustrations and exercises. The latter will, in some cases, consist in the original investigation by the student of simple psychological problems.

The course is complete in itself, and may therefore be taken by those who desire to go farther than Course 1, but have no wish to make a special study of psychology. It will naturally be useful also to those who intend to graduate with a psychological thesis, as a preliminary to the systematic work of Course 13. Sanford's *Laboratory Course* and Titchener's *Outline of Psychology* will be used as text-books by the class.

3. History of Philosophy. Lectures, prescribed reading, and occasional essays. T., Th., S., 12, *White 5*. PROFESSOR CREIGHTON.

This is an elementary course, and is intended primarily for the general student who wishes to know something of the history of thought, and the influence which philosophical ideas have exerted in the development of civilization. The lectures will give a general account of the history of philosophical speculation from its origin among the Greeks to the present time. An attempt will be made to present the various philosophical systems in their relation to the science and general civilization of the ages to which they belong, and to estimate their social and political significance. After a rapid survey of philosophy during the Greek, Roman, and Mediæval periods, the greater part of the year will be devoted to the theories and problems of modern times. It is proposed to give considerable time during the latter part of the course to a study of the speculative problem of the present century, and especially to an examination of the philosophical meaning and importance of the notion of Evolution or Development. Reading will be assigned from time to time, but there will be no class text-book.

4. History of Ancient and Mediæval Philosophy, with special reference to Plato and Platonism. Lectures, T., Th., 12, *White 5a*. ASSISTANT PROFESSOR HAMMOND.

This course will consider the various problems of philosophy which presented themselves to the Greek mind, and the solutions which the

Greeks offered in their historical systems, or fragments of systems, from Thales to the Neo-Platonists. After the discussion of Greek speculation, the question of the derivation of western philosophy from oriental sources will be discussed. Attention will also be given to the development of Greek thought in Rome—especially to Stoicism and Epicureanism. The course will further treat the leading features of Scholasticism.

5. The Theory of Evolution: Its History and Significance.

Lectures. One hour (to be arranged), *White 5*. Dr. IRONS.

These lectures are intended primarily for undergraduates. They do not presuppose acquaintance with the history or special terminology of philosophy. The history of the theory of evolution will be traced from the first appearance of the concept among the Greeks to its formulation in modern times by Darwin. The recent modifications of the theory will also be discussed. The application of evolutionary method to the various sciences will be indicated, special attention being directed to its bearing on biology, sociology, ethics, and religion. In conclusion, an attempt will be made to estimate the significance of the evolutionary point of view for a theory of the world as a whole.

6. Systematic Ethics. Lectures, discussions, and text-book study.

T., Th., S., 11 (Fall and Winter Terms), 8 (Spring Term), *White 9*. PROFESSOR SETH.

An outline of ethical theory, based upon a critical study of the chief systems of ethics, in the light of their historical development. The course will deal mainly with the Moral Ideal, but will include also some consideration of its application to the regulation of life, individual and social, and will close with a discussion of the metaphysical implications of morality. It will be founded upon Seth's *Study of Ethical Principles*, with collateral reading.

7. Applied Ethics. Lectures. Th., 12, *White 9*. PROFESSOR TYLER.

In the early part of the year, the lectures of this course will be devoted to a discussion of the practical value of the ethical ideals given by Sociology, Utilitarianism, Aestheticism, Optimism, and Culture. The individualistic application of these ideals will then be considered, and the personal virtues—virtues of veracity, self-control, honor, etc.,—will be discussed. During the spring term, the lectures of the course will treat of the bearing of moral standards upon Social Relations, the Duties of Friendship, Riches and Poverty, Public Opinion, the Theatre, the Press, Incivism, and kindred topics. The lectures will keep in view the mutual bearings of practical ethics and Christian civilization.

8. History of Religions. M., W., 12, *White 9*. PROFESSOR TYLER.

These lectures will be given in two courses, one hour each. They may be taken separately. The course on Mondays will deal with Primitive Religion, the origin of religious ideas, cults, and rites of Syro-Arabic and other peoples. De la Saussaye's *Manual of the Science of Religion* and the *History of Religions* by Dr. Allan Menzies will be used as text-books. The course on Wednesdays will deal with Comparative History of Religion: the Religions of India, Egypt, China, Greece, and Rome. Hopkins, Rhys Davids, Oldenburg, Brinton, and others will be consulted as authorities.

9. The Philosophy of Education. Lectures, discussions, and text-book study. M., W., F., 2, *White 10*. PROFESSOR DE GARMO.

This course will first show the dual character of education, psychological and social, dwelling especially upon the development of social character. The theory of social forces past and present will be studied, and the school shown to be a training ground for social intelligence, social disposition, and social habits. The various studies will be examined as to their function in education, their relative value being estimated both from the social and from the individual standpoint. The time and order of studies will be considered, as will also their correlation in elementary, in secondary, and in higher education. Attention will be given to the choice and sequence of topics, in each study, as well as to the construction of the curriculum. The course will conclude with a study of the laws governing rational methods in all subjects, treating especially of induction and deduction as based upon general logic, logic of sense perception, and the laws of apperception. It will consider the acquisition of facts and the processes of generalization in the various subjects, together with the application of principles to concrete cases. It is expected that this course will be supplemented by brief courses upon subjects of study by professors of the University and by lectures upon school supervision by prominent superintendents of schools. Course I, or its equivalent, is required for entrance to this course.

10. The Dialogues of Plato: the Republic in the Original Text. M., W., F., 11, *White 5*. ASSISTANT PROFESSOR HAMMOND.

This course is intended for students of Greek Literature as well as of Greek Philosophy. The dialogue above named will be read rapidly through, attention being directed both to matter and form. The text of Adam (published by The Macmillan Co., New York) is recommended, and Pater's *Plato and Platonism* (also published by The Macmillan Co.) will be used as a commentary.

Reading Courses :—

11. **Reading of Psychology, in French, German, or Italian.**
T., 9, *Laboratory Lecture Room*. PROFESSOR TITCHENER or
MR. BENTLEY.

The aim of this course is to introduce students to the terminology and literature of foreign psychology. The books that have been already used in the course are : Wundt's *Essays*, Fechner's *Elemente der Psychophysik*, Grosse's *Anfänge der Kunst*, Ribot's *Psychologie de l'attention*, and Sergi's *Principii di psicologia*.

12. **Rapid Reading of German Philosophy.** S., 12, *White 5a*.
DR. IRONS.

The primary aim of this course is to aid the student in acquiring facility in translation and a knowledge of German philosophical terminology. Schopenhauer's essay *Über die vierfache Wurzel des Satzes vom zureichenden Grunde* will be translated.

III. COURSES PRIMARILY FOR SENIORS AND GRADUATES.

13. **Systematic Psychology.** Lectures, essays, and experimental illustrations. M., W., F., 9, *Laboratory Lecture Room*. PROFESSOR TITCHENER and MR. BENTLEY.

The object of the course is twofold : to give the student a complete, if tentative, system of psychology, based upon the results of the experimental investigation of consciousness ; and at the same time, by copious references to rival theories, to orientate him in experimental psychological literature.

Essays will be written by the class on psychological questions. The most valuable of these may be published ; six have already appeared in *Mind* and *The Philosophical Review*. There will be no text-book, but members of the class will be expected to be familiar with Wundt's *Human and Animal Psychology*, Sully's *Human Mind*, and Külpe's *Outlines of Psychology*, and with selected portions of James' *Principles of Psychology*, Stout's *Analytic Psychology*, and Wundt's *Grundzüge der physiologischen Psychologie*.

The course may be taken by any student who has had Courses 1 and 2, or their equivalents. It must be taken by all those who undertake advanced work in the psychological laboratory (cf. 28, below). It will also be found useful by teachers, as a basis for work in pedagogy.

14. **Psychological Theory.** Th., 9, *Laboratory Lecture Room.*
MR. BENTLEY.

The object of this course, which will be offered in the winter and spring terms, is to present, with critical commentary, the views held by modern psychologists upon fundamental psychological questions. Among the topics discussed will be : the scope and relations of psychology, the hypotheses of parallelism and interaction, psychological method, the value and validity of analysis, and the psychological system.

15. **Aristotle's Nicomachean Ethics.** M., W., F., 12, *White 5a.*
ASSISTANT PROFESSOR HAMMOND.

The Ethics will be read in the original Greek, and will be interpreted with special reference to its philosophical significance. The text of Susemihl (published by Teubner, Leipzig) is recommended.

16. **Empiricism and Rationalism.** Lectures, discussions, and essays. T., Th., 10, *White 5a.* DR. ALBEE.

The design of this course is to prepare Juniors and Seniors, and graduate students who have not had a similar course, for more advanced work in Philosophy. More particularly, the course is intended as a preparation for the study of Kant's *Critique of Pure Reason*. The development of Empiricism will first be considered. After Bacon and Hobbes have been treated somewhat briefly by lecture (with references for private reading), Locke's *Essay* and Hume's *Treatise of Human Nature* (Bk. I) will be taken up in considerable detail. The instruction will still be given mainly by lecture, but students will be expected to read carefully the works mentioned, and time will be allowed for necessary discussions. In the latter part of the course, Rationalism will be taken up in the same way, the principal emphasis being upon Leibniz and Wolff. The books needed by those taking this course will be Locke's *Essay* (Bohn edition, 2 vols.), Hume's *Treatise of Human Nature* (Clarendon Press), and Leibniz's *Philosophical Works* (Duncan's translation, Tuttle, Morehouse, & Taylor, New Haven). This course is open to students who have taken, or are taking, course 3 or an equivalent.

17. **Spinoza's Ethics.** Informal lectures and discussions. Fall Term. T., Th., 11, *White 5a.* DR. ALBEE.

This course will be given during the fall term only. It will be supplementary to Course 16, but will not necessarily pre-suppose the latter, the requirements for admission to the two courses being the same. The relation of Spinoza's earlier works to the *Ethics*

will be shown, and the *Essay on the Improvement of the Understanding* discussed in class, as being the natural introduction to the *Ethics*. The major part of the work of the course, however, will consist in the careful study of the *Ethics*. The translation by R. H. M. Elwes (Bohn Library) will be used.

18. The Critical Philosophy of Kant. Lectures and discussions. M., W., 10, *White 5a*. DR. ALBEE.

This course will presuppose a knowledge of the History of Philosophy and a fair acquaintance with Locke's *Essay*, Berkeley's *Principles of Human Knowledge*, Hume's *Treatise of Human Nature* (Bk. I), and the minor Philosophical Works of Leibniz (as, e. g., contained in Duncan's translation). The greater part of the year will be devoted to the careful study of the *Critique of Pure Reason*, Müller's translation (published by The Macmillan Co.) being used in class. Frequent references will be given to standard commentaries and to the more recent literature on the subject. Toward the end of the year, the attempt will be made to show as clearly as possible the relation in which the three Critiques of Kant stand to each other. Instruction will be given mainly by lectures, but there will be opportunity for frequent discussions, and outside reading will be assigned from time to time.

19. Post-Kantian Idealism. Lectures. W., 12, *White 5*. PROFESSOR CREIGHTON.

The main purpose of this course is to furnish an account of Hegel's philosophical method and conclusions. With this object in view, the more important features of the systems of Fichte and Schelling and their influence on the development of the Hegelian philosophy will be considered. The aim of the lectures is to give a complete and connected presentation of this philosophical movement. In addition, frequent references to the text and to the general literature of the subject will serve to direct students in their independent reading.

[**20. Logical Theory.** 2 hours. PROFESSOR CREIGHTON.]

This course was given in 1897-8, and will be repeated in 1899-1900.

21. History of Ethics. Lectures, essays, and discussions. W., F., 11, *White 5a*. PROFESSOR SETH and DR. ALBEE.

A study of the course of ethical reflection, with special reference to the development of the several theories in their relations to one another and to the general influences of their time. The class will use *Sidgwick's History of Ethics* as a general text-book.

[22. **German Pessimism, with special reference to Schopenhauer and E. von Hartmann.** 2 hours. DR. IRONS.]

This course was given in 1897-8, and will be repeated in 1899-1900.

23. **The Philosophy of Lotze.** Lectures and discussions. Winter and Spring Terms. T., Th., 11, *White 5*. DR. IRONS.

The aim of this course is to present the philosophy of Lotze in the light of its historical relations. It is proposed to give an account of the Leibnizian and Herbartian systems in a series of lectures, as an introduction to a detailed examination of Lotze's *Metaphysic*. In order to furnish a complete view of Lotze's philosophy, his writings on the philosophy of religion, ethics, psychology, and aesthetics, will also be brought into consideration. The Clarendon Press translation of Lotze's *Metaphysic* will be used as a text-book.

24. **Recent German Philosophy.** Lectures. One hour (to be arranged), *White 9*. DR. IRONS.

The object of this course is to give some account of the present state of philosophy in Germany. Introductory lectures will be devoted to the reaction against Hegelianism in the early part of the century, the Neo-Kantian movement, etc. Wundt's *System der Philosophie* will then be made the subject of careful treatment, and, in so far as time permits, the views of other representative thinkers of the present time will also be examined and discussed.

25. **Philosophy of Religion.** (a) Lectures. T., 12. (b) Discussions and essays. Th., 4-6, *White 9*. PROFESSOR TYLER.

In section (a) the grounds of religious belief—metaphysical, ethical, aesthetical, and spiritual—will be treated in as popular a style as the nature of the subject will permit. Agnosticism, Pantheism, and Theism will be compared with each other. The last few minutes of the lecture hour may be occupied by the asking of questions. In section (b) Martineau's *Study of Religion* and Lotze's *Outlines of the Philosophy of Religion* will be made the basis of work. Pfeiderer, Max Müller, Renouvier, Reville, Campbell Fraser, and other writers will be consulted. In this section there is extended the privilege of free discussion, and short papers will from time to time be read and discussed.

26. **Psychologic Foundations of Education.** Lectures, discussions, and text-book study. M., T., Th., 3, *White 10*. PROFESSOR DE GARMO.

This course will trace the outlines of the history of psychological theory as bearing upon education. It will consider ancient and mod-

can, English, French, German, and Italian,—are kept on file in the Periodical Room. The income of an endowment of three hundred thousand dollars, the gift of Hon. Henry Williams Sage, is devoted to the increase of the Library, and a fair share of this is employed in supplementing the already extensive philosophical literature on the shelves. Quite recently a large collection (2,000) of special treatises, dissertations, and reprints of important articles, on Greek and Roman Philosophy, was added to the Library and is now conveniently catalogued and accessible for special research. The Library is further particularly rich in works on Plato, Spinoza, and Kant, and the various disciplines of philosophy are fully represented. The Reading Room, which is open to students daily from 8 A. M. to 11 P. M., contains a carefully selected reference library of eight thousand volumes and ample accommodations for two hundred and twenty readers. All students of the University have free access to the shelves of this reference library, but apply at the desk for other works they may desire. The reference library comprises encyclopædias, dictionaries, and standard works in all departments of study, together with books designated by professors for collateral reading in the various courses of instruction. Adequate space is reserved here for the classical literature of philosophy, and for such special treatises as the professors in this subject may from time to time recommend for the use of students.

EXPENSES.

Tuition (an annual fee of \$100) is free to students with state scholarships. The cost of living in Ithaca, including board, room, fuel, and lights, varies from \$4 to \$10 per week. The cost for board, rent of furnished room, fuel, and lights, at Sage College, which is exclusively for women, varies from \$5 to \$6.50 a week. A fair estimate of the yearly expenses is from \$300 to \$500, but much depends upon the personal tastes of the student.

FELLOWSHIPS AND SCHOLARSHIPS.

For the encouragement of higher studies and research in every branch represented by the School of Philosophy, there have been established for award to distinguished graduates of this and other Universities, six graduate scholarships of the annual value of \$300 each, and three fellowships of the annual value of \$500 each, both scholarships and fellowships being tenable for one year, but subject to renewal in exceptional cases. The graduate scholarships are intended for college graduates who, during their undergraduate course or subsequently, have given evidence of special attainments in any de-

problems will be chosen to suit the inclination and attainment of students. The professor or his assistants will take constant part in all investigations in progress.

29. **Seminary in Ancient and Mediæval Philosophy.** Two hours. ASSISTANT PROFESSOR HAMMOND.

The *De Anima* of Aristotle will be the basis of work during the year.

30. **Seminary of Modern Philosophy.** Two hours. PROFESSOR CREIGHTON and DR. ALBEE.

(a) *Graduate Section.* The object of this, as of the undergraduate, section is to assist and direct students in original research. Subjects of investigation will be chosen by members of the Seminary at the beginning of the year, or suggested by the instructors. The work must, of course, be mainly carried on by the individual student outside of the class-room. At the weekly meetings, however, members of the Seminary will report the progress of their work, and their methods and results will be freely discussed by instructors and students.

(b) *Undergraduate Section.* The investigations undertaken in this section will be such as may be completed in a single year. The method of conducting the work will be the same as that described above. Before the end of the year, however, the preliminary reports must be embodied in a carefully prepared thesis and submitted for approval. The hours for both sections will be hereafter arranged.

31. **Ethical Seminary.** Two hours. PROFESSOR SETH and DR. IRONS.

The subject will be in alternate years: (a) A topical study of one or more of the chief problems of Ethics, with special reference to recent and contemporary solutions. (To be given in 1898-99.)

(b) A study of one of the great ethical treatises, or of some movement of ethical thought, chosen with reference to the needs of students, especially those engaged in thesis work. (To be given in 1899-1900.)

In addition to the above course, regular appointments will be made with students (graduate or undergraduate) who are writing theses in Ethics.

32. **Seminary for the Science and Art of Education.** W., 3-5. PROFESSOR DE GARMO.

The work of the seminary will consist of reports and theses upon educational problems, and of discussions upon the practice of teach-

ing. It must be preceded by the course on the Philosophy of Education, or by that upon Educational Psychology.

33. Seminary for the History and Philosophy of Religion. Two hours. PROFESSOR TYLER.

In this course, graduate students who have undertaken theses on the History or Philosophy of Religion will be assisted in the work of investigation.

RELATED COURSES.

In addition to the foregoing courses, which are given by the Faculty of the Sage School of Philosophy, students are free to select any of the courses given in other departments of the University. A schedule of the various courses offered in the University may be had by applying to the Registrar. The professors of Philosophy will be glad to advise their students in the selection of related subjects.

PHILOSOPHICAL CLUB.

Membership in the Philosophical Club is open to Graduate Students in the Sage School of Philosophy and to Undergraduates elected by them. The purpose of the club is to promote acquaintance and good-fellowship among the students of Philosophy in the University, and to provide an organization for the presentation of papers and the discussion of philosophical problems of present interest.

THE PSYCHOLOGICAL LABORATORY.

The Psychological Laboratory (Morrill Hall) consists of a suite of ten rooms, occupying a space of approximately 150 x 45 feet. Every room is connected with every other by a thirty-fold system of telegraph wires, so that two or more rooms can be employed in a single investigation, in accordance with the plan followed at the Leipsic Institute. Room I (46 x 19 feet, lighted from the east, south and west, accessible from the first corridor and from Room II) contains the optical apparatus of the Laboratory. Room II (20 x 8 feet, lighted from the west, accessible from the corridor and from Rooms I and II) is at present used as an office. Room III (46 x 19 feet, lighted from the east and west, accessible from the corridor and from Rooms II and IV) contains the acoustic apparatus. It can be connected by an acoustic tube with Room V. Room IV (12 x 24 feet, lighted from the west, accessible from Rooms III, V and VII) is fitted up for experiments upon haptics, and contains the necessary apparatus. Room V (18 x 24 feet, accessible from Rooms IV and VI) is a dark chamber, within which stands a smaller, movable chamber, capable of being still fur-

ther darkened. The ventilation of the chamber (east and west, above and below) is so contrived that no light enters through the air shafts. Room VI (18 x 24 feet, accessible from Rooms V and VII, lighted from the east) is a workshop and storeroom. Room VII (42 x 29 feet, lighted from east and west, accessible from Rooms IV and VII and from the second corridor) is the Laboratory lecture-room. Room VIII (24 x 19 feet, lighted from the west, accessible from second and third corridors) is the professor's office. It contains his private library, the books of which are always at the disposal of students. Room IX (22 x 19 feet, lighted from the east, accessible from the third corridor and from Room VIII) is the reaction room, and contains the recording and testing apparatus employed in chronometrical investigations. Room X (20 x 8 feet, lighted from the west, accessible from the corridor and from Room VIII) is fitted up for work upon the senses of taste and smell.

For chronometrical experiments, Room IX can be paired with Room I, III, IV, V or VII; the latter being, in each case, the reacting room. Research work can be carried on in Rooms I, III, IV and V. Room VI, and a large closet lying between Rooms VII and IX, offer facilities for demonstrations, and for the building up and testing of apparatus previously to its actual use.

Room I is furnished with two reacting tables, a work table, and three instrument cases; Room III with a reaction table, a work table, two instrument cases, a piano, a harmonical, bellows tables, etc.; Room IV with a couch, two specially designed work tables, and an instrument case; Room V with the movable chamber mentioned above, shelves and a work table, all blackened, together with a combination tilt-board and rotation table, and a photographic sink and ruby window; Room VI with a bench, a large store closet, and a closet containing battery cells. Here, too, is the general Laboratory switch-board. Room VII has a seating capacity of over 100. It is now arranged to accommodate forty students for purposes of class experiment, and contains a draughting table and two chart cases. Room IX has a large table for the Hipp chronoscopes and their accessories, a smaller table for the large Krille control hammer, and a Zimmermann chronograph. All the rooms are lighted by incandescent lamps. Rooms I, V and VI have water; Rooms I, III, V, VI and VII gas; and Room V two arc lights.

A full inventory of apparatus which is in preparation, and which will be furnished upon application, will indicate the present resources of the Laboratory. It is unusually well provided with acoustic, haptical, and olfactometric apparatus; while it is adequately equipped with the instruments necessary in other lines of research. The equipment is undergoing continual improvement, and apparatus needed for spe-

cial work is at once procured. The professor and his assistants take part in all investigations in progress.

THE SEMINARY ROOM.

An adequately furnished and commodious room has been set apart in the Library Building for the exclusive use of advanced students in Philosophy. It contains working tables with lockers, which are assigned to members of the Seminary, is lighted by incandescent lamps, and is open from 8 A. M. to 11 P. M. It is provided with a well-selected library, containing complete sets of leading philosophical journals, lexicons and other books of reference, and the more important works in the several branches of Philosophy. The current numbers of the philosophical journals are also to be found in the room. This special library of Philosophy is being constantly enlarged, and books not already on the shelves, when required by students for the prosecution of their work, are usually ordered at once.

THE PHILOSOPHICAL REVIEW.

Besides instruction and investigation, the School of Philosophy undertakes also the work of publication. *The Philosophical Review*, under the editorship of President Schurman, Professor Creighton, and Professor Seth, with the coöperation of their colleagues in the School, appears once in two months. A large part of the material of the *Review* is contributed by the professors, instructors, fellows, and graduates in the Sage School of Philosophy. It is found that this journal, standing thus in the closest connection with the School, is a very powerful stimulus to students, whose constant intercourse with the members of the staff, who are engaged in writing and planning for it, enables them to keep abreast of current philosophical problems and discussions. The *Review* also furnishes advanced students with a medium of publication. The results of original investigations which have been accepted for the doctor's degree are, in some cases, published in it.

PUBLICATIONS

BY THE FACULTY AND STUDENTS OF THE SAGE SCHOOL OF PHILOSOPHY FROM JUNE 1, 1897 TO JUNE 1, 1898.

ALBEE, DR. E.—Hume's Ethical System, *Phil. Rev.*, VI, 4.

BENTLEY, I. M.—The Psychology of *The Grammar of Science*, *Phil. Rev.*, VI, 5.

BIRCH, MISS L.—Distraction of Attention by Odors, *Am. J. of Psych.*, IX, 1.

